

GOV
DOC
CA2
AL
ED
A56
40th
1945

RY OF THE UNIVERSITY
OF ALBERTA

14. JUL 1955

GOV PUB

FORTIETH ANNUAL REPORT

OF THE

DEPARTMENT OF EDUCATION

OF THE

PROVINCE OF ALBERTA

1945

PUBLISHED BY ORDER OF THE LEGISLATIVE ASSEMBLY



EDMONTON
PRINTED BY A. SHNITKA, KING'S PRINTER
1946

Ex LIBRIS
UNIVERSITATIS
ALBERTAENSIS



FORTIETH ANNUAL REPORT
OF THE
DEPARTMENT OF EDUCATION
OF THE
PROVINCE OF ALBERTA

1945

PUBLISHED BY ORDER OF THE LEGISLATIVE ASSEMBLY



EDMONTON
PRINTED BY A. SHNITKA, KING'S PRINTER
1946

UNIVERSITY
OF ALBERTA

Edmonton, December 31st, 1945.

TO HIS HONOUR,

JOHN CAMPBELL BOWEN,

Lieutenant Governor of the Province of Alberta.

SIR:

I have the honour to transmit herewith, the Annual Report of the Department of Education for the year 1945.

I remain, Sir,

Your obedient servant,

R. E. ANSLEY,

Minister of Education.

CONTENTS

I. Letter of Transmittance	3
HON. R. E. ANSLEY	
II. The Deputy Minister:	
Report of Deputy Minister	7
G. FRED McNALLY	
III. Chief Superintendent of Schools:	
(1) Inspection and Supervision in Alberta	11
W. H. SWIFT	
(2) Report of Director and Associate Director of Curriculum	37
M. L. WATTS AND H. T. SPARBY	
(3) Report of Examinations Branch	57
B. E. WALKER	
(4) Report of Board of Teacher Education and Certification	60
R. V. BELLAMY	
IV. Director of School Administration:	
(1) Annual Report	35
W. E. FRAME	
(2) Report of School Buildings Branch	67
E. CHORLEY	
V. Technical Education:	
(1) Report of Supervisor of Industrial Arts	53
A. P. TINGLEY	
(2) Report of Supervisor of Home Economics	55
M. JEANNETTE HINMAN	
(3) Report of Institute of Technology and Art	70
J. W. FOWLER	
VI. Report of Correspondence School Branch	62
G. F. BRUCE	
VII. Report of the Secretary of the Department of Education	65
J. F. SWAN	
VIII. Report of School-Book Branch	68
W. H. NOBLE	
IX. General Statistics	78
A. P. WILSON	
INDEX	107

Report of the Deputy Minister

THE HONOURABLE RONALD EARL ANSLEY,
Minister of Education,
Government Building, Edmonton.

SIR:

I have the honour to submit herewith the fortieth annual report of the Department of Education. When Mr. D. S. MacKenzie, the first Deputy Minister, made his first report, which covered the last four months of 1905 and all of 1906, he had under his supervision approximately nine hundred teachers. There were 558 school districts in existence when the Province was set up. Three inspectors had cared for all the work of supervision prior to the establishment of the new province. At the close of the present year this supervisory staff includes fifty-three persons. The number of teachers has increased about seven times and the number of pupils more than six times.

Last year's report recorded the retirement of Dr. W. G. Carpenter. Unhappily this report must record the fact of his sudden death in Calgary early in September. Dr. Carpenter was a gifted and loyal public servant and a citizen of the first quality. His contribution to the welfare and development of this Province was outstanding.

REORGANIZATION

At midsummer Dr. Hubert Charles Newland resigned his position as Supervisor of Schools. Dr. Newland began his career in this Province more than thirty years ago. He entered the service of the Department in 1928 as a member of the staff of the Edmonton Normal School, later he served as Chief Inspector of Schools and in 1935 became Supervisor, which position he had held for ten years. His great abilities, sound training and devotion to duty influenced profoundly the development of education in Alberta during that period. In the adoption of the "enterprise" plan and the consequent integration of subject matter in the elementary grades; in the reform of the high school curriculum and in the integration of all teacher preparation under the Faculty of Education of the University he has monuments destined to keep his memory green for decades. Dr. Newland later joined the staff of the Saskatchewan Department of Education as Director of Research.

For some time it had been apparent that additional staff was required within the Department itself. The retirement of Dr. Newland provided the opportunity for a thorough redistribution of all the activities of the head office. When this had been completed a new position had been created and a new official to be known as the Chief Superintendent of Schools had been appointed. Dr. W. H. Swift assumed this office and thus became next in rank to the Deputy Minister. At this point the division of responsibility followed two distinct lines, viz. administrative and curricular. Mr. W. E. Frame, who had been assistant to the Chief Inspector, became

Director of Administration; Mr. J. F. Swan, who had been absent on active service for four years, returned early in 1945 and was named Secretary of the Department in succession to the late M. M. O'Brien. Mr. Swan was named as associate to Mr. Frame in the field of administration. Mr. Morrison L. Watts, an experienced principal in Calgary, was named Director of Curriculum, with Mr. H. T. Sparby, formerly an Inspector of High Schools, as Associate Director. Later Mr. A. B. Wetter, a seasoned and successful Divisional Secretary, was appointed as Field Officer in Administration.

As a consequence of these changes two positions, viz. Supervisor of Schools and Chief Inspector, disappear; there is a more clear cut distinction between the duties of the various officials and the resulting increase in staff has meant that much work which formerly had to be either set aside entirely or allowed to get behind can now be dealt with promptly and efficiently.

Last year's report indicated in considerable detail the proposal for the integration of all teacher preparation in the Province. By Easter all the provisions had been agreed to by the Executive Council on the one hand and the Board of Governors of the University on the other. Appropriate action was taken on the part of both authorities and as a consequence the new plan whereby responsibility for all teacher preparation was vested in the Faculty of Education became an accomplished fact in time for the opening of the University Summer Session. Except for those taking the war emergency short courses all enrolees in the Faculty are potential candidates for the Bachelor of Education degree and a teaching certificate of the appropriate grade. Thus in teaching, as in other professions, the University assumes its proper role of responsibility for the appropriate professional training. Not less than 1,333 teachers enrolled in the Summer Session for advanced work leading to a degree. With the opening of the regular session in late September registration in this Faculty had grown to 752. It is not too much to expect that in five years the profession of teaching in this Province will have attained a status never dreamed possible under the plan formerly in use.

ADVANCED EDUCATION FOR SERVICEMEN

The Department of Education has sought to co-operate fully with the Dominion Department of Veterans' Affairs in assisting servicemen and women to resume their interrupted education. In co-operation with the University of Alberta there was set up a joint "Committee on the Resumption of Education of Discharged War Service Personnel."

Pre-matriculation schools are in operation in Edmonton, Calgary and Red Deer. As at the year's end the following numbers were receiving training:

Edmonton	344
Calgary	461
Red Deer	128
	933

In co-operation with Canadian Vocational Training the following courses were being offered: bricklaying, commercial, dairying, filing and fitting, electrical, pattern making, painting, motor mechanics,

plumbing, machinist, plastering, wood work, sheet metal work, steam engineering, welding, etc.

The following special concessions have been offered servicemen:

(1) Every course of training whether academic or vocational, in any branch of the Service, successfully completed by the serviceman has been evaluated and generous credits allotted.

(2) All veterans who hold or attain Grade IX standing are awarded twelve high school credits for Health Education, Physical Education and Cadet Training.

(3) Veterans may apply to write departmental examinations without meeting the regulation which requires all other students to obtain a certain amount of classroom or correspondence school instruction before writing these examinations.

(4) Veterans who pass the Grade XII departmental examination in any subject receive not only the credits attached to that subject but also credits for prerequisite subjects.

(5) Correspondence courses taken through the Canadian Legion Education Services are given full recognition in both the intermediate and high school. It is possible for servicemen or veterans to obtain complete high school standing by this route.

(6) Both placement and terminal tests, for use at the Pre-Matriculation Schools for ex-servicemen, have been prepared and close contact is maintained with these schools in administering the tests and giving the results official recognition. In this way it is possible for ex-service personnel to review their pre-University subjects, to make up deficiencies and even upgrade their standing from Grade X to Matriculation in periods varying from two to nine months.

CANADIAN VOCATIONAL TRAINING

This is the name given to training activities available to ex-service persons, to persons displaced from war industry and such other persons as may be referred for training by the National Employment Service. This work is carried on in every province in Canada jointly by the Dominion Department of Labour and the various Provincial Governments. Three years ago the Federal Government appointed an Advisory Council on Vocational Training of seventeen members representative of all the provinces and broadly representative of such interests as labour, employers, vocational education, both technical and agricultural, women's organizations, provincial administrators, and organizations of servicemen. This Council exercises general supervision over all the activities of Canadian Vocational Training. Robert F. Thompson, an able and experienced administrator, has been responsible for the organization and direction of this work since its inception. Each province has a Regional Director. J. H. Ross has been the hard-working, capable Alberta Regional Director for the same period. The writer of this report has been chairman of the Advisory Council since it was established. In October the Department was host to leaders of the C.V.T. organization in the western provinces in Edmonton. The conference had under consideration the co-ordination and extension of vocational training facilities in Western Canada. The Dominion Director, Mr. Thompson, and Miss Marion

Graham, Supervisor of Women's Training, were in attendance from headquarters at Ottawa.

ASSISTANCE TO VOCATIONAL SCHOOLS

During this year too, you, on behalf of the Government of Alberta, signed a new Agreement with the Dominion providing for assistance to Vocational Schools. This agreement is based on Dominion legislation which makes available the sum of two millions of dollars annually for a period of ten years and the sum of ten millions of dollars to be used for capital expenditure during the next three years. Both sums have been allocated to the provinces on the basis of population between the ages 15 and 19 years. In each case the agreement provides that federal money must be matched dollar for dollar by the province participating. This will undoubtedly assist greatly in the development of vocational education in this Province, especially in the provision of new buildings and the extension of existing ones.

THE PROVINCIAL INSTITUTE OF TECHNOLOGY AND ART

For approximately 5½ years the Institute has been housed in cramped and unsuitable quarters in the Grandstand Building at Victoria Park. This move was made necessary through the Government having placed the permanent buildings at the disposal of the Department of National Defence for training purposes. This building is now back in the hands of the Department, has been thoroughly re-conditioned and will be equipped before the move back with new and modern machinery. At the year's end the Institute had had to refuse admission to several civilians desiring courses in order that servicemen and women might resume their training. With its completely modern plant and equipment and highly competent staff it may be expected that the Institute will begin next year the period of greatest service of its career.

ITEMS OF SPECIAL INTEREST

Attention is called to special features in the various reports attached hereto. Those on the so-called special subjects by Miss Hinman and Mr. Tingley will repay reading. The activities of the School Book Branch, the Buildings Branch and the Correspondence School Branch all show remarkable increases. Details will be found in the individual reports.

VALE

Since this is the last report which I shall have the honour and pleasure of submitting for your consideration it may not be out of place for me to end on a more or less personal note. As you may recall, I began my service with the Government of Alberta during the regime of the late Dr. Alexander Cameron Rutherford as Minister of Education. This means that I have served under every Minister of Education the Province has had. During that thirty-six years I have experienced nothing but courtesy, patience and forbearance on the part of my superior officers. During that time too I have had the utmost in loyalty, co-operation and kindness on the part of my associates. When I relinquish the task early next year I shall do so with a feeling of gratitude that I have been permitted to be active for so long a period in a Service which I hold

in such high regard. In the nature of our organization the Department of Education has intimate contacts with several of the other Departments of Government. This applies particularly to the Departments of Public Works, Agriculture, Municipal Affairs, Health, the Attorney General and the Treasury—officials of these Departments have been without exception co-operative and helpful.

In conclusion may I express the hope that under your leadership this Department may experience a long period of unexampled progress and public approval.

I have the honour to be, Sir,

Your obedient servant,

G. FRED McNALLY

Deputy Minister.

REPORT OF THE CHIEF SUPERINTENDENT OF SCHOOLS

(W. H. SWIFT)

STAFF

During the year several changes of staff occurred.

Mr. H. T. Sparby, M.A., left the Lethbridge High School Inspectorate to become Associate Director of Curriculum. He was replaced temporarily by Superintendent A. B. Evenson, and later the vacancy was filled by the return to the staff of Lt.-Col. H. E. Balfour who had been absent for several years on war service. At the time of Mr. Balfour's return Mr. H. C. Sweet assumed responsibility for the Lethbridge area while Mr. Balfour took over the Central Alberta area, serving it from Edmonton.

Early in the year the staff suffered a loss through the death of Mr. J. H. McLean who had been for seven years Superintendent of the Holden School Division.

F/L. A. W. Reeves who had been with the Normal School at Edmonton prior to his enlistment transferred back to the supervisory staff and was located first at Holden and later at Bassano.

Captain R. J. Scott also returned to the staff during the year and resumed his duties as Superintendent of the Sturgeon School Division.

F/L. Isidore Goresky returned to the Neutral Hills School Division during January.

Two new Superintendents were added to the staff at the beginning of the fall term. Capt. A. L. Schrag, B.Sc., formerly of Drumheller and who had served overseas during the war was appointed Superintendent of the Spirit River School Division. Mr. Cyril Pyrch, B.A., B.Ed., principal of the Calmar School, was appointed to be Superintendent of the Strawberry School Division. These were additions to the staff and relieved the pressure upon other Superintendents in two difficult areas.

During the fall term Superintendent R. V. McCullough obtained leave of absence to pursue studies in Agricultural Education at the University of Iowa.

No vacancies existed on the staff at the end of the year.

ORGANIZATION OF SUPERVISORY STAFF

The elementary and intermediate school inspectors are responsible for the supervision of instruction in all rooms in which there is offered any of the work up to and including Grade VIII. This means that in small schools they observe the work of Grade IX and some high school grades. Each serves also as a superintendent of a school division. A few superintendents serve two divisions. The three high school inspectors visit schools or rooms devoted to the work of grades above VIII exclusively.

No inspections were made during the year of elementary schools in the major cities. The high school rooms of Edmonton were visited. During 1946 the intermediate schools of Edmonton and Calgary and the high schools of Lethbridge and Medicine Hat are scheduled for inspection.

INSPECTORS OF ELEMENTARY AND INTERMEDIATE SCHOOLS AND SUPERINTENDENTS OF DIVISIONS

	Rooms		High Schools	Total
	Elementary and Intermediate Div.	Non-Div.		
J. D. Aikenhead, M.A., Berry Creek No. 1	19	0	4	23
and Sullivan Lake No. 9	36	9	2	47
Findlay Barnes, B.Sc., B.Ed., Rocky Mountain No. 15	85	16	8	109
L. A. Broughton, B.A., Lac La Biche No. 51	54	13	3	70
T. C. Byrne, M.A., B.Ed., Foremost No. 3	49	11	11	71
H. T. Coutts, M.A., Wainwright No. 32	73	14	10	97
X. P. Crispo, M.A., Olds No. 31	93	19	12	124
W. R. Dean, B.A., Fairview No. 50	37	4	3	44
E. M. Erickson, B.A., B.Ed., Holden No. 17	78	10	9	97
A. B. Evenson, B.Sc., B.Ed., St. Mary's River No. 2	58	47	30	135
F. B. Facey, M.A., Castor No. 27	67	8	8	83
C. Ross Ford, M.A., Edson No. 12	51	39	11	101
A. R. Gibson, M.A., B.Paed., Lamont No. 18	89	16	11	116
I. Goresky, M.A., M.Ed., Neutral Hills No. 16	41	3	4	48
J. R. S. Hambly, B.Sc., B.Ed., Acadia No. 8	41	4	5	50
F. Hannonchko, B.A., B.Ed., Two Hills No. 21	93	5	10	108
W. E. Hay, B.Paed., Stettler No. 26	68	35	14	117
E. W. Hinman, M.A., B.Ed., Pincher Creek No. 29	36	45	14	95
W. E. Hodgson, B.A., B.Ed., Athabaska No. 42	76	0	6	82
G. F. Hollinshead, B.Sc., Stony Plain No. 23	88	20	9	117
C. B. Johnson, B.Sc., M.A., Grande Prairie No. 14	80	33	13	126
and East Smoky No. 54	14	0		14
W. S. Korek, B.Sc., Macleod No. 28	25	32	16	73
H. A. Kostash, B.A., Smoky Lake No. 39	109	5	18	132
L. W. Kunelius, M.A., B.Sc., Pembina No. 37	104	11	8	123
C. M. Laverty, B.A., Foothills No. 38	40	50	22	112
J. J. LeBlanc, B.A., Clover Bar No. 13	107	10	9	126
E. G. McDonald, B.A., B.Ed., Provost No. 33	47	10	4	61
J. A. McKay, B.Sc., M.A., Lac Ste Anne No. 11	81	3	5	89
Munroe MacLeod, M.A., Wheatland No. 40	70	6	17	93
E. C. Miller, B.A., Vermilion No. 25	88	10	12	110
D. T. Oviatt, M.A., Taber No. 6	37	31	11	79
Cyril Pynch, B.A., B.Ed., Strawberry No. 49	65	0	1	66
R. Racette, B.A., St. Paul No. 45	74	19	10	103
A. W. Reeves, M.A., Bow Valley No. 43	26	3	6	35
and E.I.D. No. 44	52	7	11	70
C. H. Robinson, M.A., M.Ed., Camrose No. 20	80	29	21	130
H. R. Ross, B.Sc., Ponoka No. 34	86	20	23	129
A. L. Schrag, B.Sc., Spirit River No. 47	50	1	3	54
John Scofield, B.A., Wetaskiwin No. 36	59	18	8	85
R. J. Scott, B.A., Sturgeon No. 24	102	22	10	134
E. C. Stehelin, B.A., McLennan No. 48	29	36	6	71
and Slave Lake No. 53	13	0	1	14
J. L. Sylvestre, B.A., Bonnyville No. 46	72	12	8	92
L. A. Thurber, B.Sc., Red Deer No. 35	85	47	18	150
L. A. Walker, B.A., Medicine Hat No. 4	63	6	21	90
Robt. Warren, B.A., Ed.M., Killam No. 22	65	21	13	99
J. F. Watkin, M.A., M.Ed., Drumheller No. 30	58	71	25	154
E. W. White, B.A., Vegreville No. 19	65	17	11	93
Owen Williams, B.A., Lethbridge No. 7	81	22	42	145
Geo. L. Wilson, B.Sc., Calgary No. 41	84	28	13	125
Hugh B. Wilson, B.Sc., Peace River No. 10	55	8	6	69
and Fort Vermilion No. 52	6			6
TOTAL	3304	906	576	4786

NOTE:—The above figures represent the rooms which would have been in operation except for the shortage of teachers existing at the end of the year. The actual number of rooms operating at the end of the year was in some instances fewer than indicated.



INSPECTORS OF HIGH SCHOOLS

H. E. Balfour, M.A.—Central Alberta.
D. M. Sullivan, M.A.—Northern Alberta
H. C. Sweet, B.A.—Southern Alberta.

SUPERVISORS OF SPECIAL SUBJECTS

Miss Jeannette Hinman, B.Sc.—Home Economics.
A. P. Tingley, B.A.—General Shop.

The following tables are compiled from statistics supplied by the Superintendents. It should be kept in mind that the major cities are not included since they do not come under the jurisdiction of any particular Superintendent. The figures are as at December 31st.

DISTRICTS, ROOMS AND OPERATION

	In Divisions	Not in Divisions	Total
DISTRICTS—	3,603	222	3,825
Districts with operating school.....	2,423	204	2,627
Operating rooms (teachers).....	2,809	893	3,699
Rooms served by correspondence courses.....	268	7	275
Rooms transported due to teacher shortage.....	173	3	176
Rooms without service of any sort.....	54	6	60

DEPARTMENT OF EDUCATION

Centralized schools serving more than one district—			
of 2 rooms		70	
of 3 rooms		40	
of 4 rooms		24	
of 5 rooms or more		28	
School buses operated—			
regular routes	478	Pupils	3,748
due to teacher shortage	61	Pupils	655
Families receiving conveyance allowances—			
normal cases	960		
due to teacher shortage	339		
Number of schools of various sizes—			
one room		2,074	
two rooms		280	
three rooms		89	
four rooms		77	
five or more rooms		162	

INSPECTION AND SUPERVISION

Number of rooms visited in supervisory capacity during the year:

	In Divisions	Not in Divisions but in Supt. Own Inspectorate	Outside of Inspectorate	Total
Once	1,329	651	155	2,135
Twice	1,109	126		1,235
Three times	477	25	1	579
Four times or more	316	8		428
Number of above visits of half-day duration				5,802
Number of visits of less than half-day duration				1,983
Number of complete reports submitted				3,805
Number of memo reports to teachers				2,220
Number of visits with no report				1,807
	In Divisions	Not in Divisions		Total
Number of rooms the work of which was not supervised during the year	91	149		240

HIGH SCHOOL WORK IN ONE-ROOM SCHOOLS

Number of one-room schools offering instruction in Grade IX	884
Number of one-room schools offering instruction in Grade X	20
Number of one-room schools offering instruction in Grade XI	6

SUMMARY OF WORK

	Total Days	Average
Number of days spent in work of supervision in—		
(a) Schools in Divisions	3,071.75	62.69
(b) Schools in Inspectorates but not in Divisions	484.50	9.89
(c) Schools not in Inspectorate	106.	2.16
(d) Indian Schools	27.50	.56
(e) Private Schools	20.25	.42
Total	3,710	75.72
Number of days spent—	Total	Average
in investigations or administrative work		
(a) in Divisions	2,430.75	49.61
(b) in School Districts not in Divisions	191	3.90
in the performance of duties as Official Trustee	221.25	4.51
in attendance work	165.50	3.38
in Examination work for the Department	103	2.10
in teaching in Summer School	94	1.92
in special work for Department other than above	704	14.37
with reports, correspondence or office duties	3,829	78.14
in attending meetings of Divisional Board	657.75	13.42
in attendance at Conventions, School Fairs, subdivisional meetings, Field Days, etc.	685.25	13.98
Total	9,081.5	185.33
Miles travelled—	Total	Average
Rail	47,346	966.24
Bus	6,437	131.37
Road—(a) own car	385,763.5	7,872.72
(b) other conveyance	4,105	80.96
(c) car mileage not charged to Department	30,511.5	622.68
Total	474,163	9,673.97

SURVEY OF EDUCATIONAL CONDITIONS AND PROGRESS
AS INDICATED BY REPORTS OF THE DIVISIONAL
SUPERINTENDENTS

Information received from the staff of Inspector-Superintendents regarding educational conditions and progress in their respective areas has been consolidated and appears below.

A.—GENERAL ECONOMIC CONDITIONS

Reports from Inspector-Superintendents indicate that the economic conditions during 1945 have continued to be good in spite of a general falling off of grain production caused by unfavourable moisture conditions. Subsidiary sources of revenue have aided farmers, especially in the northern divisions. Business is reported to have been brisk with cash transactions predominating even in the poorer districts where crop bonuses, family allowances, high prices for primary products and a cash carry-over have been helpful.

Tax collecting authorities report the collection of current levies and of arrears to be good with reasonably hopeful prospects for 1946. Some concern is expressed that requisitions may increase to the point that the land cannot carry them.

B.—OPERATION OF SCHOOLS

(a) *General*

This has been a critical year in the operation of schools. The majority of Inspector-Superintendents report equal or improved services during 1945. Several centralizations have effected an improvement in operation. Neutral Hills and Athabasca Divisions report improved high school facilities and a trend toward an increase in high school population.

Never has the teacher shortage been so generally acute as in 1945. The Divisions which border on the larger cities, and which are therefore more attractive to prospective teachers, have been able to maintain services with a qualified staff. In the outlying divisions the problem of staffing the schools has been so difficult that a limited number of schools had to remain closed. With the application of various expedients more pupils were provided with educational opportunities of some sort than was true in 1944.

As difficult as the problem of securing teachers is, the disruptive one of constant change is even greater. Satisfactory operation cannot be expected as long as the turnover is so great.

An improvement in the attendance of pupils is reported by several of the Inspector-Superintendents. This has been attributed in part to the influence of the Dominion Government Family Allowances which prescribe regular school attendance as a condition of qualification.

(b) *Expedients to Relieve the Teacher Shortage.*

Several expedients have been adopted by the Divisions, and to a lesser extent by towns and villages, in an effort to relieve the situation created by the teacher shortage.

Teachers with reduced qualifications have been called into service. Many of these are without current experience and their lapsed certificates have been temporarily re-instated. Many letters of authority have been issued on the recommendations of the

Inspector-Superintendents. In addition, many married women have been called upon to do a double service by teaching and performing their regular home duties.

Correspondence courses have been provided through the co-operation of the Correspondence School Branch. In some instances, these sources are provided directly and the parents help the children in organizing their work and provide a measure of supervision. The establishment of centres where correspondence courses are completed under the direction of a supervisor has been a relatively satisfactory solution. Supervisors are generally persons with high school education and organizing ability.

The centralization of schools has been a particularly satisfactory method of relieving the shortage. It has been effected by building additional rooms to existing plants, by the moving of schools to new sites, and by the transportation of pupils to the centres by means of vans and buses. In such instances the benefits in improved services have been pleasingly satisfactory.

In several Divisions in which schools have been closed, arrangements have been made with parents for the conveyance of their children to a neighboring district and a small payment is made to assist in this. In some instances a payment in lieu of conveyance aids parents in providing suitable boarding accommodation for their children.

In several of the northern divisions some schools are kept open during the summer months. Qualified teachers who are on vacation from university classes provide the staff.

In one division the closing of the second rooms of small two room schools has released a number of teachers for service elsewhere in the division.

The opening of dormitories has brought schools within reach of a large number of pupils, but this expedient is largely confined to high school pupils or at most pupils in Grade IX.

There is definite indication that there will be a return to the profession of a number of teachers who have been serving in His Majesty's Forces. Several of these are now improving their professional training before returning to the classrooms.

(c) *Salary Levels.*

The statutory minimum has now been placed at \$1,000, but many boards have minima of \$1,050 and \$1,100 for beginners with \$1,200 for a teacher in possession of a permanent certificate. All schedules in operation call for the paying of increments for years of service. These are not uniform in amount nor in the yearly increase provided. They range in total from \$400 to \$550. Slightly higher bases are provided for Intermediate and for High School teachers.

The general provisions of the schedules are supplemented by the addition of several special allowances. Some schedules provide bonuses for special certificates, for teaching in rooms with large enrolments, for university training, for supervision, for teaching in graded rooms, for the performance of duties as principal or vice-principal, and for special services not otherwise covered but for which recognition may be given.

The schedules now operative show salary increases of from \$50 to \$232 per teacher over those paid in 1944. This upward trend is a

healthy indication that recognition is being given to the fact that the service which is being rendered by the teaching profession merits higher remuneration than has been given in the past.

In many divisions the Department pays isolation bonuses to teachers who accept positions in less desirable locations. Such bonuses vary in amount from \$50 to \$250 depending upon the degree of isolation as determined by an objective method of scoring.

(d) *Competence of Teachers.*

As between divisions those which are closer to the larger cities or which are otherwise located in areas where economic and living standards are more favorable secure a greater number of competent teachers. Within each Division there has been a tendency for the competent teachers to migrate to the graded schools with the result that the one room rural schools have suffered most under existing conditions.

In each division there is a nucleus of well-trained, highly competent teachers possessed of vision and sincerity of purpose. These add a degree of stability and hopefulness to the general situation.

Inspector-Superintendents agree that during the past decade there has been a steady decline in the competence of teachers generally. This is attributed to the enlistment of many of our better teachers in the Armed Forces and to the failure of teaching to compete successfully with other occupations in attracting the most able and personable of our young men and women. Many have entered the profession or have been called to return to it without the academic background, the personality, the imaginativeness, the resourcefulness and the inspirational qualities essential. They are often found lacking in organizing ability, in the use of instructional and developmental techniques and in creative vision for the purposeful direction of activities. The large turn-over amongst this group has militated against any real interest in professional improvement. There has been a distinct lowering of the qualifications of teachers in service over this period.

Among the above group the Inspector-Superintendents find many who are sincere and sufficiently amenable to suggestions that they are becoming increasingly effective in the classrooms. Those who aspire to remaining in the profession are attending summer school sessions to raise their qualifications.

The Inspector-Superintendents show reasonable confidence that the return of trained teachers from military duty, raising of teachers' salaries, the new organization of teacher training and a more selective choosing of teacher candidates will effect an ultimate improvement in competence. All things considered, as satisfactory teaching as could be expected under the circumstances is being done in our School Divisions.

C.—SCHOOL DIVISION ADMINISTRATION

(a) *Financial Problems.*

The School Divisions with one or two exceptions finished the year 1945 in a sound financial position. Increased educational costs occasioned by the raising of teachers' salaries, by the provision of new buildings, by centralization with bus service, and by the

provision of extended educational services have been provided from current revenue. Careful budgeting and spending have left most Divisions with a slight balance on the year's operations. Indications are that mill rates will tend to rise in 1946 and some concern is expressed at the opposition to further taxation on land. Three superintendents report their ratepayers willing to pay higher taxes if better educational opportunities are provided.

Whereas most of the School Divisions report ability to meet annual operational expenses, they recognize that a distinct financial problem faces them in the immediate future because it will be necessary to provide for an extensive building programme both for the replacement of obsolete buildings and for unified plants for consolidations that have been or will be made. The demands for further centralization and for increased high school opportunities face every division. Insistent requests for further increases in teachers' salaries continue to be made. Faced with the expenditures which all of these will entail, the Divisions generally consider the problem one of major proportions. The Superintendents express agreement that further aid will have to be made through increased government grants, if the required services are to be provided.

The Lac La Biche, Spirit River, and McLennan Divisions express a need for more equitable taxation of the resources of these areas.

One Superintendent believes that there should be further provisions for the absorption of Trust Funds into the general revenue, especially where local schools have been closed or where centralizations have been effected.

Divisional Boards are hesitant generally about incurring debenture debt, preferring to pay as they go. This tends to reduce building programmes to a minimum. Several Divisions have modest capital reserve funds set aside for building purposes, but these are inadequate in the face of expressed building requirements.

(b) *Janitor Services.*

In graded schools, where it is possible to hire a full-time janitor, services are reported to be quite satisfactory. In larger centres the janitor is often engaged on a twelve month basis and does repair work and re-decoration during the summer. Payment is based on the number of rooms and the local conditions with full-time employment rewarded by \$100 to \$125 per month.

Schools of from two to five rooms are generally serviced by part-time janitors. Since they are usually adults, quite dependable work results. In some instances it has been difficult to secure part-time janitors but this is correcting itself.

It is in the one-room rural school that janitor service is at its worst. It is usually done by older pupils whose work is unsatisfactory. Often no one will accept the responsibility for janitor services at reasonable rates. There is a tendency to secure the services of the teachers where possible. If there is a teacherage, janitor work is done in lieu of rent. Otherwise the teacher is left responsible to see that janitor work is done to her satisfaction. When done by pupils or teachers the rates vary from \$4 to \$11 per month depending upon circumstances and the amount of work done. Often local boards take the responsibility for securing janitors, but this method varies in effectiveness.

In many Divisions the janitors are under contract and are given a set of duties which have been fixed by the Divisional Board.

General cleaning of the schools at several times during the year is provided for separately and is done by a local resident or by a travelling janitor. The latter practice is not common.

(c) *Repair Service.*

Superintendents generally agree that repair services have been improved during 1945. Several methods are practiced. The sub-divisional trustees sometimes take the responsibility of hiring local labor or arrange with the local board to do so. In six divisions repairmen are hired for the summer months only and even when a full-time repairman is serving a division, additional help is provided during July and August. Thirty divisions report that they employ a full-time repairman and that the work is more effectively done than formerly. A limited number of these find the cost higher, but most state that a saving has been effected. One Superintendent expresses the opinion that the life of a school is increased by one-third to one-half by the attention given by a skilled utility man. Eighteen divisions have their own repair trucks while others pay mileage to the repairman for the use of his truck or trailer. Other divisions contemplate the purchase of trucks when these are available. At least twenty-six divisions have their own shops in which the utility men repair desks and build such equipment as tables and cupboards. Only two divisions, Foremost and Macleod, state that a full-time repairman is unnecessary, alleging as a reason the high degree of centralization that has been effected.

Several Divisions have had to place their repairmen in charge of the construction of new projects when other help has failed. They recognize that this has left some schools without sufficient attention. On the other hand they have found this to be an effective and economical means of getting buildings completed.

(d) *Libraries.*

The Divisions are spending from fifty cents to two dollars and fifty cents per pupil per year in providing books for the use of their pupils. Since the Divisions were formed, there has been a noticeable improvement in the library facilities provided. Several methods have been tried in an effort to improve this service. Some superintendents favour the establishment of basic libraries in each school in order that reference materials and general reading books will be available at all times. Others have circulated boxes of books from school to school. Though this continues to work reasonably well in some Divisions, the unsettled conditions during the war years have made it almost inoperative in others. A practice which now meets with general favour is the central library or libraries set up in the Divisional Office or at other convenient places. This system takes advantage of the cheap postal rates offered to non-profit libraries and places at the disposal of teachers and pupils alike a wide selection of titles. Library catalogues are provided to each school and books may be requisitioned by mail or telephone or may be picked up at the library centre. A part-time librarian or the office assistant takes charge of the library under the direction of the Divisional Superintendent or Secretary. Where the last system is in use, basic libraries containing primary reference materials are

maintained in all schools. In a few instances only the free reading books are handled through the central libraries.

The reading material provided by the above methods consists of periodicals related to the work of the programmes of study, professional books and magazines, free and supplementary reading materials, reference materials in science, social studies, health, art, music, community economics, etc.

The Foremost Division has profited from a gift of \$5,000 to its library fund. Lethbridge reports that school libraries are fast becoming community centred. Castor Division reports a local library operated as a student enterprise. Athabasca has the co-operation of the teachers in the operation of two of its three central libraries.

(e) *Special Problems.*

The problem of the dwindling school population in sub-marginal areas and areas where ownership of land is falling into fewer hands is affecting policies in the Berry Creek, Sullivan Lake, Wainwright, Provost, Medicine Hat and Drumheller Divisions. This does not affect the larger centres where accommodation is heavily taxed.

More divisions express a need for increased accommodation to meet the demands of a growing population or to provide for centralizations. The practice of moving old schools to a centre is considered in the nature of a make-shift. In too many divisions classes are being conducted in basement rooms, halls, old stores and the like.

The inclusion of towns and villages in the divisions is creating a demand for better services. This means an extension of the school plants, especially in the high school section, and the building of dormitory accommodation. This is true in such divisions as Athabasca.

High School facilities are urgently required by a number of divisions. City schools are no longer able to absorb so many of the divisional high school pupils as formerly and the practice of divisions paying a fee of one dollar per credit is not acceptable to many towns and to no city schools. The following divisions report a need for the establishment of more adequate high school facilities:

Olds, Fairview, Holden, Pincher Creek, Athabasca, Grande Prairie, Smoky Lake, Clover Bar, Ponoka, Sturgeon and Wainwright. Others no doubt ought also to be named.

Increased services in the form of centralizations and vans are being demanded so insistently in some Divisions that this has become a problem largely because of inability to secure accommodation or transportation equipment and because of road conditions. This is a concern of such Divisions as Foremost, Taber, Vegreville and Macleod.

There is a demand, too, for special courses in shop, home economics, and other more practical subjects. The provision of these is also a problem.

D.—SCHOOL DIVISION ADMINISTRATION

(a) *Dormitories.*

The dormitory continues to grow in popularity as a means of providing living accommodation for pupils who must leave home to attend high school. During the fall term twenty-two divisions were

operating dormitories. These varied from quite poor make-shift plants to such extensive and satisfactory ones as those at Drumheller and Red Deer.

The Lamont and Sturgeon Divisions are experimenting with Texas army huts for dormitory purposes. The Edson and Smoky Lake Divisions are also providing dormitory accommodation for the first time.

At Athabasca the Anglican Church continues to provide separate hostels for girls and boys. In the Rocky Mountain House Division there is a small community dormitory for girls operated at Dickson.

During the year the dormitories at Leduc and Taber were closed. The former will probably be re-opened next year, but the satisfactory conveyance arrangements in the Taber Division make a dormitory there unnecessary. Those divisions in which transportation arrangements have been successfully and extensively developed express no need for dormitory facilities.

The Killam Division has in process of erection a hundred-pupil dormitory at Sedgewick with excellent appointments. This building may well serve as a model in future dormitory planning. A forty-pupil plant is being created in Wainwright.

The Fairview, Pembina, Provost, Camrose and Bonnyville Divisions express a need for dormitory accommodation as a solution to the problem of providing high school opportunities to more pupils.

The cost to the pupils ranges from \$9.60 to \$17.50 per month. The rate set does not usually cover week-ends for which most dormitories charge an extra fee. The revenue from charges made to pupils is used to cover the larger part of the cost of food, fuel, light, water and supervision. Capital expenditures are usually paid by the divisions. The actual costs to the divisions for operation expenses in 1945 varied from nil to \$1,815.00.

All dormitories are regulated by a set of rules covering all phases of life in residence. A regular schedule of study and recreation is provided. Pupils who cannot conform to regulations must forfeit privileges of residence.

The fact that dormitories are increasing in popularity and that the number of pupils taking advantage of them is growing gives evidence of their acceptability by parents and pupils.

The advantages claimed for dormitory life in addition to providing board and room at a nominal fee are:

(a) Pupils in dormitories increase their level of attainment in school work.

(b) An opportunity is given for practice in democratic living.

(c) Social and recreational opportunities are numerous.

The chief problems of dormitory administration and operation are:

(a) The difficulty in securing supervisors who have the training and personal qualities essential to the harmonious operation of these institutions.

(b) The provision of a sufficiently large staff to meet the requirement of the Board of Industrial Relations.

(c) The provision of wholesome recreation within the dormitory.

(d) The acceptability by parents and students of the restrictions that must be imposed for successful operation.

(e) The provision of meals that are wholesome and varied.

(b) *Conveyance.*

Forty-one divisions report the use of some type of van service during 1945 with the number varying from one in the Lac La Biche, Castor, Edson and Red Deer Divisions to seventy-six in the Lethbridge Division. In the Foremost, Taber, St. Mary's River, Macleod, Lethbridge and Foothills Divisions conveyance of pupils by vans has become the common practice and highly effective organization has been set up to administer this service.

In many divisions temporary van service has been instituted to provide pupils with educational opportunities when teachers are not available. There is every indication that such arrangements will become permanent where road conditions permit.

Horse-drawn vehicles, passenger cars, converted trucks and regular school buses are in operation. Ownership of these is often-times vested in the divisions, but in the majority of divisions the vehicles and drivers are hired on a contract basis. Whichever method is adopted, passenger and public liability insurance policies are carried for the protection of the divisions.

The chief problems that have been faced during the past year are:

(a) Mounting costs of conveying pupils by van.

(b) Insistent demands that vans be routed to pick children up at their doors.

(c) The difficulty of securing satisfactory conveyances.

(d) The lack of suitable all-weather roads. In this connection there is a growing spirit of co-operation between the Divisional and the Municipal authorities. The Fairview Division has been particularly fortunate in this respect.

There is an increasing demand for payments in lieu of conveyance and this item continues to mount in divisional budgets. Such payments are usually confined to Grades I to IX though the Macleod and Camrose Divisions make small allowances for high school pupils situated at a considerable distance from an operating high school. The following are the main features of the arrangements made for payments in lieu of conveyance.

(a) Graduated payments are based on the distance above 3 or 3½ miles from the nearest operating school or above 1½ miles from a van route.

(b) Payments are usually made only when the home school is closed, though some divisions base payments on the mileage irrespective of school district boundaries.

(c) The rates vary from 5 to 12½ cents per driven miles. In many instances a flat rate per day is made. Often this takes into account the size of the family.

(d) Some divisions pay conveyance only in special cases.

(e) The minimum payments vary from 25c to \$1.50 per family per day.

(f) In some instances an allowance is made to assist in boarding children when they must attend school away from home.

(c) *Health Programme.*

Divisional Boards are increasingly conscious of the important relationship between health and education and are assuming considerable responsibility for providing health services. Several plans are in operation.

(a) Fourteen divisions are served in whole or in part by existing health units with some service given in the schools.

(b) Nurses in the employ of the Department of Public Health are available to several divisions for a part of the year.

(c) At least eight divisions are served by fulltime public health nurses on a co-operative arrangement with the Department of Public Health which shares the costs of operation equally with the divisions. In addition, the divisions must supply office space, equipment and a car. The Department of Health supplies the vaccines, serums and other medical supplies. The maximum operation cost which the Department of Health will share is fixed.

(d) Local doctors and nurses are hired to give medical examinations and to carry out immunization programmes. Twelve divisions use this method with the Medicine Hat Division providing it on a definite schedule.

The health services rendered include school examination of pupils, vaccination and inoculation, control of communicable diseases, sanitary inspection of schools, homes and business places, clinics and the spreading of health literature. Many divisions supply their schools with first-aid kits and with soap, paper towels, toilet paper and other sanitary supplies.

Seventeen divisions have supplied vitamin capsules to their pupils in 1945.

The chief expressed health needs are for:

- (a) Further immunization.
- (b) The establishment of more health units.
- (c) The raising of the general health standards in rural areas.
- (d) The provision of family counselling on health matters.
- (e) The provision of an adequate water supply for schools, especially in northern divisions.
- (f) Attention to the dental needs of pupils.

(d) *School Supplies.*

All divisions provide a wide range of classroom supplies free to their schools for use in regular classroom work.

Three divisions do not handle any pupil supplies through their divisional offices. Twenty-three divisions supply free pupil supplies, some within limits. Others sell a wide range of supplies to pupils at cost. The usual practice is to purchase supplies by tender during the spring months. The requirements of individual schools for the ensuing year are determined and parcels of supplies are delivered in the early fall. These the teacher distributes to the pupils as required. For supplies sold at cost the teacher collects from the pupils, and deductions are made from her cheques periodically to cover the total value of sales made. In some divisions teachers are allowed a small percentage for the extra work involved.

The Killam and Vegreville Divisions continue to supply texts free of charge. Several divisions handle textbooks through the divisional offices permitting pupils to take advantage of the current discount rates.

(e) *Provision of Hot Lunches.*

Six divisions provide equipment for the preparation of hot lunches at noon and fourteen divisions make contributions toward the purchase of cocoa, sugar and soup. In some instances local trust funds are used for this purpose. All divisional superintendents encourage teachers to do what is possible to organize local support of such projects and the majority report encouraging results. Home and School Associations, local clubs or the pupils themselves have co-operated effectively. In many schools no provision has been made for heating food. One Inspector-Superintendent suggests that the School Buildings Branch should include provision for heating school meals in blue prints and specifications.

Several Inspector-Superintendents report that there has been considerable improvement in the quality of school lunches since health units or health nurses have been working to educate parents in this connection.

E.—INSPECTION AND SUPERVISION

1. *Elementary Schools.*

(a) *Activity and discussion-group techniques.*

(i) *Use by competent teachers.*

When used intelligently by highly competent well trained and enthusiastic teachers who understand the underlying purposes, the activity and discussion-group techniques are effective educational procedures. The superintendents agree that the child-centred learning situation in which there is social participation and group activity is superior to other formal procedures which discounted the development of personality and balanced and harmonious growth. Too few of our teachers are sufficiently skilled and resourceful to direct elementary pupils with vision through purposeful well-integrated activities, but where it is done well it develops a type of pupil with more mature attitudes, broader understanding and richer personality. A number of superintendents express the view that careful supervision of teachers can do much to assist them in developing skill in the use of these techniques.

(ii) *Present status.*

That the present status of activity and group techniques is far from encouraging is to be expected under existing conditions. We have neither the school plants, equipment nor competent teachers necessary for their successful application. The indefiniteness of aims and the superficiality of treatment that are commonly associated with their use in our schools today causes real concern. There is a tendency for pupils to waste time in random activities which are not on their plane of experience, which lack any coherent sequence and which result in the formation of no positive skill associations. Until we have a body of well-trained teachers capable of leading and guiding pupils intelligently through a series of related, vital and purposeful activities, we shall fall short of our goal. We have now reached the point where further direction in the application

of the underlying principles of the Elementary Programme of Studies must be given to our teachers.

(b) *Elementary Programme.*

There is a seeming inability among many young teachers to secure a balance between teaching and supervision. In graded schools the quality of instruction continues to be better than that provided in our rural schools generally.

Reading in Division I shows improvement both as to method of teaching and to results achieved. The interest created by the use of new readers and work-books has been stimulating. More testing and remedial procedures are being attempted. In Division II, reading continues to receive little direct teaching, although pupils generally are reading more books.

It is felt by superintendents that the arithmetic as handled at present is not remotely related to pupil needs. Too much is generally attempted in the primary grades, while the stifling effect of a too close dependence upon a text-book and the failure to teach new concepts weakens the quality of achievement in Division II. The basic number skills continue to receive an amount of time disproportionate to the results observed.

Oral language has been given a new impetus by the enterprise which gives opportunity for its extensive use. The quality of written language varies. There is an apparent need for a more complete mastery of essential skills basic to correct and effective expression.

The work done in writing by the Correspondence School Branch shows that children are capable of good results when properly directed. In most classrooms writing is taught as a separate subject with little attempt to diagnose individual difficulties but with generally satisfactory results. These, however, do not carry over into the applied writing of the pupils.

Physical training is often neglected, especially during the winter months when pupils are largely confined to the school rooms. Except in a limited number of schools the equipment, facilities and lack of qualified teachers are limiting factors.

The success of music in the schools is proportional to the number of teachers who have musical training. The use of the radio and of the phonograph have done much to provide broader opportunities for musical training in many schools.

Art shows considerable creativeness and breadth of interest, with the use of a wide variety of media for self-expression. It is usually correlated in the enterprise with the result that attention to the teaching of elemental principles is often neglected.

2. *Intermediate*

(a) *Examination Subjects.*

The examination subjects—English, Social Studies, Mathematics, General Science and Health—are receiving stress in the intermediate grades. Results vary considerably as between various sections of the province. The competence of the teachers, the type of school in which the work is being done and the stability of operation have been governing factors. In graded schools, pupils have had better opportunities than in isolated rural areas. Success in fact-gathering

has been more observable than has achievement in group thinking. It is generally felt that the Intermediate pupils should have a stronger reading foundation to enable them to interpret more adequately. The experimental approach continues to receive increased attention in General Science in those schools which have the necessary apparatus and materials.

(b) *Options.*

Except in the graded schools and in rural schools taught by capable teachers the options are often superficially treated. It is unfortunate that we are unable to offer a broad range of options to all intermediate pupils, but with the crowded programme of the smaller schools there are restrictive limits. Audio-visual aids have helped to provide wider experiences in these try-out and expressive courses. Music, Art, Dramatics, Typewriting and Community Economics are the commonly elected options. Where equipment is provided, General Shop and Home Economics are popular. A need is expressed for further direction in the Community Economics option.

(c) *Present Programme.*

The present programme of the Intermediate grades is well suited to the needs of pupils in their early teens. It is broad and flexible being built up around a core of basic subjects. The Inspector-Superintendents agree that no part of the present Grade X course should be introduced into the intermediate programme. An extension of options might well provide courses in practical agriculture, personal problems and guidance. Stress upon the remedial phases of Reading and English and some revision of the Social Studies courses to bring the material up to date are necessary.

3. *High Schools.*

(a) *Divisional Arrangements.*

All divisions are conscious of their growing responsibility to provide more adequate high school facilities and future educational planning takes cognizance of this. The centralization of schools and the inclusion of town and village districts within divisional administration is a step in this direction. Divisions are generally making provision for high school pupils by:

(i) Having them attend large high school plants either within the divisions or in the schools of non-divisional cities, towns and villages.

(ii) Two or three room centralizations in which one room is devoted in whole or in part to high school work.

(iii) Making tuition payments and sometimes a small contribution toward maintenance where pupils must attend non-divisional schools.

(iv) Paying part or all of the cost of correspondence courses for high school pupils.

(v) Instituting van service, payments in lieu of conveyance, or dormitory facilities to aid parents who are ambitious that their children should secure extended opportunities.

All of these have served to equalize to some considerable extent the opportunities of high school pupils.

(b) *Prospects.*

It is conceded that the entry of larger centres into the Divisions is advisable as a means of extending high school facilities.

The Smoky Lake and Wetaskiwin Divisions are planning in terms of a composite high school.

In the Lac La Biche, Wainwright, Edson, Pincher Creek, Stony Plain, Pembina, Taber, E.I.D., Ponoka, Sturgeon, Provost, Medicine Hat and Peace River Divisions prospects are that one or more large departmentalized high schools will be set up.

In the Acadia and Athabasca Divisions it is hoped to expand the existing plants.

In many divisions a combination of small feeder high schools and a large central high school is favoured.

(c) *The Small High School.*

The small high school has become increasingly ineffective because its programme is too limited and too academic to suit the needs of rural communities and of our educational ideals. In many instances it is not economical to operate. These schools are of three kinds: (a) Those in which some high school work is offered along with elementary and intermediate work; (b) Those in which one room is devoted completely to high school work and (c) Those in which two rooms are devoted exclusively to the high school programme.

Such schools continue to exist in large numbers and will continue to do so for some time since they meet several needs.

They provide the only opportunity for high school study in remote areas and they serve as feeders for the larger high schools.

(d) *Factors Affecting Service.*

The quality and quantity of high school services being offered is affected by: (a) the sparsity of population in such divisions as Foremost, St. Mary's River, Acadia, Taber and the E.I.D.; (b) the high school population increasing beyond ability to provide adequate facilities as in the Fairview, Athabasca, Pembina and Stony Plain areas; (c) the over-crowded state of many high school plants; (d) the need for money to provide new accommodation; (e) the lack of trained teachers; (f) the difficulty of providing transportation or dormitory facilities; (g) the non-existence in some divisions of a natural centre; and (h) the degree to which the public are educated to the need for better high school opportunities.

4. *Conventions.*

(a) *Major Convention.*

The large conventions in which several divisions co-operate have the merit of providing inspirational and social opportunities, but, with the exception of the Calgary convention, they failed to provide superintendents with the time necessary to give the fullest educational guidance to teachers. From all conventions in which the teachers of one or two divisions met locally the superintendents report that attendance at sessions was high and that the conventions were valuable instruments for the study of actual administrative and teaching problems. In whichever type of convention teachers and superintendents participate the success depends upon the organization provided.

(b) *Teacher Gatherings.*

In eighteen divisions small teacher institutes are held at various times throughout the year. It is conceded that these provide one of the best means of in-service training of teachers. Five divisions make use of a principals' association for the same purpose, the principals co-operating with the superintendent in planning and applying direct administrative and supervisory policies. These have been highly effective where centralization of schools is common.

Teachers often participate in Home and School and Adult Education gatherings. Sub-local and local meetings of the Alberta Teachers' Association are also found helpful.

5. *Auxiliary Supervisory Procedures.*

Superintendents make use of a variety of supervisory procedures to supplement classroom visits. These include letters to staff members, questionnaires followed by published summaries, the filing of enterprise record sheets, directed testing and remedial teaching programmes, staff bulletins carrying educational articles and ideas, inter-visitations of teachers in the classrooms, the circulation of professional literature and office interviews. The Drumheller School Division has in its employ a travelling teacher to assist in organization, planning and teaching and to give continuity to the enterprise programme.

6. *Discipline and Control.*

This is not considered to be a difficulty in the majority of our schools. Classroom control is generally well maintained through positive teaching procedures. Where any deterioration of discipline and control is reported it is attributed variously to the irregular operation of schools, the immaturity of some teachers, the failure on the part of many teachers to plan adequately, to master subject matter, to supervise playground activities of pupils, to understand the children with whom they work, and to attack their teaching assignment with initiative and enthusiasm; and the failure of other institutions, including the home, to co-operate in a consistent policy of control.

F.—INCLUSIONS OF TOWNS AND VILLAGES IN SCHOOL DIVISIONS

(a) *Benefits of Inclusions.*

There has been a definite trend during 1945 towards the inclusion of towns and villages within school divisions. The precedent set by Athabasca and Magrath has been followed by such centres as Wainwright, Claresholm and Vermilion.

The benefits that have been achieved to date include:

(1) The retention of graded plants that would otherwise have been reduced in size, and the expansion of several plants to provide further grading.

(2) The extension of high school facilities.

(3) The placement of teachers more effectively.

(4) The building of new schools and dormitories.

(5) The provision of such special services as General Shop and Home Economics.

(6) The extension to the inclusions of such advantages as are available through the library, pupil supplies and health programmes of the divisions.

(7) The drawing together of rural and urban areas for the common purpose of education.

(8) The improvement of janitor services.

(9) The improvement of living conditions for teachers where centralizations have been effected.

(10) The ability to plan educational improvement on broader lines.

(b) Problems Created.

The chief problem created for the divisions is the need for the erection of new buildings to provide adequate accommodation, especially where centralizations have been extended. Already buildings have been provided at Lac La Biche, Edgerton, Entwistle, Mayerthorpe and Onoway, but lack of finances has hampered many other needed programmes of building.

In some instances local aspirations to become the divisional centre have created rivalries, but this is not serious.

Inequalities of assessment as between the centres included makes necessary some revision that will be more equitable.

(c) Further Inclusions.

In the Athabasca and Lac Ste Anne Divisions all centres are now included. It is likely that others will report the same fact by the end of another year, if negotiations now under consideration are completed. The interest shown is indicative of the fact that most centres have given some consideration to the possibility of entry into a division. In some instances the divisions have been slow to suggest the inclusion of centres when advantages are doubtful. The same is true of a number of the larger centres which fail to find inclusion in a school division a solution to local educational problems.

G.—MISCELLANEOUS

(a) Significant Developments.

The following developments would appear to have an important bearing upon future educational planning and development in Alberta.

(1) The survey of the possibility of irrigation in the east central portion of the Province.

(2) The growing co-operation between the Municipal Districts and the School Divisions.

(3) The rural electrification that is taking place in central Alberta and which may be further expanded.

(4) The extension of the use of audio-visual aids in the schools.

(5) The growing interest in some divisions in the school as a community centre.

(6) The returning interest being shown in sports meets and festivals.

(7) The growing interest in education being fostered by Home and School Associations.

(b) *Serious Problems.*

Other than financial problems and the teacher shortage which have been mentioned above the chief problems of a serious nature are the fact that many of our children in frontier areas are without educational opportunities, that assessments are far from being equitable and that we have, in spite of all our forward steps in this connection, considerable inequality of educational opportunity because of our geography and topography.

REPORT OF INSPECTORS OF HIGH SCHOOLS FOR 1945

The teacher shortage is still acute, at the end of 1945. In the Northern Alberta High School Inspectorate only twelve teachers, on their release from the Armed Services decided to return at once to the classrooms. In the non-urban high schools of the Central Alberta Inspectorate, nine returned to teaching duties after leaving the services. A great many others have, for good and sufficient reasons, decided not to continue in the teaching profession, and so their places will have to be filled, for some further time, by married women and by teachers whose qualifications are somewhat less than satisfactory. With many of the teachers continuing with Summer Session and extra-mural courses approved by the Faculty of Education, there has been a moderate increase in the number of teachers in the non-urban schools who now hold University degrees and also the High School, Academic or First Class Certificate. The salary curve has moved in an upward direction but not as actively as many of the returned men would like, hence the opportunities in other professions and in business continue to attract the former teachers on their return to civil life.

(a) *Equipment, Accommodation and Organization of High Schools.*

The new bulletins issued in the previous year, requiring extensive experimental work in Chemistry, Physics and Biology, and outlining this work, have had a salutary effect on the provision of laboratory supplies and apparatus in the high schools. Priorities in some cases occasioned vexatious delays, but on the whole there is evident a commendable improvement in apparatus, equipment and accommodation for experimentation.

Due largely to publishing difficulties caused by the war, there was a serious shortage of Physics textbooks at the opening of the fall term. Supplies of this book, adequate to meet the need, were not received from the publishers until almost three months after school opening. Since the Physics course is considered quite long, even for the full year, it was decided to reduce its length for the school year 1945-46 by eliminating two units of study.

Social Studies reference libraries are now, as a rule, quite extensive in the larger schools and in most of the smaller schools; frequent additions to the stock of recommended books and periodicals have been made to the libraries generally. Co-operative plans for class purchase of reference books and of books for Free Reading very frequently meet the needs of Social Studies and English classes.

Additional high-school classrooms have been provided in a substantial number of schools. The number of centres where special departments have been fitted up for classes in General Shop and

Home Economics shows a marked increase during the year. Our contacts with the Superintendents of the School Divisions have been invariably happy, and it is a pleasure to testify to the fine way in which high schools are being centralized, improved architecturally, extended and kept up-to-date year by year. It is now the exception to find divisional high schools that are not one hundred per cent effective and serving the needs of a large tributary area in each instance. Dormitories are popular in the Northern parts of Alberta where uncertain road conditions make bus service hazardous in winter.

There is a gratifying decrease yearly in the number of one-room high schools and a corresponding increase in the number of two-room high schools, or of high schools of more than two rooms. The high school inspectors all agree that this is an evidence of progress. We look forward to the day when the one-room high school will silently steal away, leaving the field in possession of the much more adequate central high school with at least two teachers and a curriculum that can care for the needs of the general student as well as those of more bookish turn who have hitherto called the educational tune in the frontier areas.

The number of classrooms under the jurisdiction of the High School Inspectors, and the corresponding figures for 1944 are as follows:

	Rooms	
	1944	1945
(a) Edmonton, Calgary, Lethbridge and Medicine Hat	223	256
(b) Other centres, schools of—		
One room	111	99
Two rooms	194	186
Three rooms	78	108
Four or more rooms	144	165
(c) Private secondary schools	72	78
	<u>822</u>	<u>892</u>

During the year the High School Inspectors made a total of 426 inspections and issued this same number of reports on teachers. A general report on the accommodation, equipment and organization of each school is made shortly after each visit. Copies of the reports are sent to the teacher or principal, to the School Board and to the Department of Education. Supplementary duties of the High School Inspectors include correspondence with principals concerning the organization of the programmes of instruction for their schools, attendance at committee meetings incidental to improvement of course outlines and revision of regulations, examination work, special visits to schools or districts and attendance at conventions.

AVERAGE TIME SPENT IN DIFFERENT TYPES OF DUTIES

	Average No. Days
Inspection	71
Investigation and meetings in school districts	7
Travelling	14
Reports and correspondence	47
Clerical and other work re authorization of High School programmes	22
Examinations	43
Postgraduate studies	24
Special duties assigned by the Department	13
Committee meetings	18
Conventions	4

TABLE OF MILEAGE OF HIGH SCHOOL INSPECTORS

	Total	Average
(a) By train or bus	14,961	4,987
(b) By car	9,658	3,219
(c) By other means, including with other inspectors	1,323	441
	<u>25,942</u>	<u>8,647</u>

(b) *Qualifications of Teachers.*

The following table shows the qualifications of the high school teachers in the publicly-supported schools.

NON-URBAN

1. Bachelor's or higher degree:	
(a) With High School Certificate	105
(b) With Academic or First Class Certificate	163
(c) With certificate lower than First Class	1
2. First Class Certificate without degree	227
3. Vocational certificate or Letter of Authority	2
4. Junior High School Certificate	17
5. Elementary and Intermediate School Certificate	43

EDMONTON, CALGARY, LETHBRIDGE, MEDICINE HAT

1. Bachelor's or higher degree:	
(a) With High School Certificate	33
(b) With Academic or First Class Certificate	176
2. First Class Certificate without degree	27
3. Vocational Certificate	16
4. Elementary and Intermediate School Certificate	4

(c) *Choice of Subjects in Non-urban Schools.*

Provision that the compulsory and standard units of the First Year of High School—English 1, Social Studies 1, Health 1, Physical Education 1—should be included in the programmes, each year, of all schools, has been uniformly made. In the previous school year, as recommended by the Supplementary High School Regulations, there was an almost uniform choice of Academic Electives, in Mathematics and Science; Algebra 1 and Chemistry 1 were then generally chosen. During the present school year the effect of this uniformity is shown in the large numbers of instances in which the alternate units, Geometry 1 and Physics 1, are being taught. This alternation, with Algebra 1 and Chemistry 1 taught in one year, Geometry 1 and Physics 1 in the next, has several good effects in simplifying organization, in making possible the inclusion in programmes of two or more additional General Elective units, and in making an individual student's experience in transferring from one school to another less disturbing than it might be to the continuity of his whole programme.

The table below shows the numbers of high schools, outside of the cities, in which the respective general electives are offered:

Bookkeeping 1a	74	Physical Education 2	16
Stenography 1a	10	Health 2	31
Typewriting 1a	117	Art 2	0
Art 1	104	Music 2	7
Music 1	74	Dramatics	2
Dramatics 1	51	General Mathematics 2	2
General Mathematics 1a	104	General Science 2	0
General Mathematics 1	87	General Shop 2	51
General Science 1	15	Home Economics 2	36
General Shop 1	85	Law	32
Home Economics 1	70	Psychology	85
Mechanical Drawing	4	Sociology	80
Needlework	28	Survey of English Literature	44
Geology	114	Economics	36
Biology	112	Creative Writing	7
Vocations and Guidance	81		

(d) *Supervision and Quality of Instruction.*

During the fall term of 1945 assistance to principals and advisory attention to the organization of the high school programmes of subjects and time-allotment plans were provided in a very substantial number of cases. This involved correspondence, for the most part, but also a considerable number of supervisory visits and conferences.

Undoubtedly the quality of instruction in many of the high schools suffered materially during the war years. Such large

numbers of able, young teachers left their classrooms to join the active services that school boards found it difficult, in many instances, to keep schools properly staffed. In most of the smaller centres, particularly, it was often found necessary to make replacements by employing teachers of lesser ability and narrower experience, under such conditions, of course, the quality of instruction was most seriously affected. Since teachers of Mathematics and Science were in early demand for instructional work in the Services, a shortage of qualified teachers in these fields developed first.

There seems to be a feeling, fairly wide-spread among the teachers, that the courses of study as at present outlined for Grade X Algebra and Grade XII Trigonometry and Analytical Geometry are too extensive for complete coverage in one year. Although it is true that these units do not include extensive numbers of topics, some of the difficulty experienced in completing them in the available time is due, undoubtedly to the fact that many students who attempt these courses have no particular interest in Mathematics or have insufficient ability to complete successfully academic courses in High School Mathematics.

In the fall of 1945 a shortened course in General Mathematics, carrying three credits and listed as General Mathematics, was added to the First Year programme. It was planned particularly for those pupils attending small high schools who need to strengthen their background in Mathematics before undertaking Algebra 1 and Geometry 1; it is largely a course in remedial Arithmetic, elementary Algebra and practical Geometry. For those pupils who do not wish to pursue the academic courses in Mathematics, the five-credit units, General Mathematics 1, 2 and 3 are still available.

In the field of English it is possible to write into the course of studies a programme that meets the needs of each individual. It is a truism to say that English, the mother tongue, is a basic subject in our high schools, and that no student may hope to succeed in any subject, if he is weak in English. Practice does not always keep pace with precept, however, and the size of the classes often militates against that individual attention which a weak student requires if he is to make progress steadily and happily. Teachers are showing their sympathy with the aims and objectives of the English courses; and at conventions it is no longer the fashion to laugh sardonically when the dictum "Every teacher a teacher of English" is produced and examined for validity. The reading tests, first introduced three years ago, are meeting with a good measure of approval, though the remedial and corrective work in the classroom, as a corollary and natural outcome of the tests, still leaves something to be desired.

Requirements of the recently revised course-outlines in Social Studies are consulted carefully by the teachers of this subject, and, in general, instruction and activities are being made increasingly meaningful. The issues of the "Classroom Bulletin on Social Studies," from the Department of Education, have been appreciated and have been of very definite assistance to teachers and students. Two of these were supplied in the first term and two in the second term, with additional copies obtainable from the Department.

The movement in the direction of a more oral and aural approach to languages, especially to French, is still under way. Complete

agreement on the objectives of instruction in French in this Province has not been reached. A vocal and highly enthusiastic minority are willing to go "all out" in favor of the direct method. By far the larger number of teachers of French, however, are equipped neither by nature nor by their college training to undertake to teach French entirely by the use of the French language for all purposes, including asking questions, answering questions and giving commands. Many, in fact, are unwilling or unable to attempt the simplest pronunciation in class, even though the prescribed texts indicate clearly how this should be done.

The objectives and details of the revised courses in Health 2 and Physical Education 2 are excellent. The number of instances in which Health 2 is included in the programmes of the schools shows a moderate increase, while the number in which Physical Education 2 is included shows a decrease when compared with the number for the previous year. Lack of indoor space for Physical Education classes is in the main responsible for the infrequency with which this senior elective is chosen.

Among the general electives, Psychology and Sociology continue to rank high in point of popularity among both teachers and students. Generally speaking these electives are taught in an interesting way and the students take active part in class discussions on topics closely related to their everyday experiences. The optional course in Survey of English Literature effectively supplements, through its inclusion of a substantial number of literary selections with appreciative study of their backgrounds, the standard English courses. Several teachers report that students who have included Survey of English Literature in their programmes have found this course of beneficial value later as a foundation-unit for University work in English.

The numbers of instances in which the Grade XII options, Economics and Creative Writing, are selected for inclusion in high school programmes, are comparatively small. The study and activity material of these units is found interesting and valuable when they are included. The need of the students for credits in other units, to secure complete matriculation standing, accounts for the infrequent inclusion of one or both of these options. The trend is evident from the following:

Subject: Numbers of schools, outside of cities, in which these units were taught:					
	1941-42	1942-43	1943-44	1944-45	1945-46
Economics	67	71	39	42	36
Creative Writing	9	12	6	6	7

Sporadic requests come in for more, or different options in high school grades but the fact is that not all of the options presently on the course are offered in most schools. Our figures under Section (c) above show that the second units in some of the more highly specialized fields such as Art, Dramatics, Music and Physical Education are infrequently attempted. This could be because they do not appeal to the students, but may be explained more logically by the fact that teachers require extra Summer Session training in these fields, involving an expenditure of time, money and energy that did not seem warranted during the time of international conflict.

ANNUAL REPORT OF THE DIRECTOR OF SCHOOL ADMINISTRATION

(W. E. FRAME)

The Directorship of School Administration was established on July 1, of this year, and functions directly under the Chief Superintendent of Schools. It deals with administrative matters, not involving policy, that do not warrant the attention of the Deputy Minister or the Chief Superintendent. The volume of work dealt with since the inception of the directorship has been considerable and would appear to be on the increase.

A Field Administrative Officer, in the person of Mr. A. B. Wetter, was added to the staff in November. The appointment of such an official was recommended by the Alberta Divisional Secretaries' Association when they met for their first refresher course in June of this year, and the Department of Education has felt the need of a Field Administrative Officer for some time.

Mr. Wetter will be engaged chiefly with the direction and supervision of the offices of school divisions and it is believed that he will be able to effect the adoption of more efficient and uniform methods of administration and accounting in the school divisions of the province.

In addition to dealing with the routine matters that arise daily, this office has administered certain special duties concerning which reports are submitted below.

ISOLATION BONUSES

Isolation bonuses are provided to induce teachers to take unattractive schools in remote parts of the province. These schools are scored as objectively as possible in accordance with a fixed scale and then rated as follows:

Classification	Score	Bonus per annum
A.1	46 and upward	\$250
A.2	37-45 inclusive	200
B	30-36 inclusive	150
C	22-29 inclusive	100
D	20-21 inclusive	50

The classification A.1, with a bonus of \$250 per annum was introduced July 9, 1945. Previous to that date the highest classification was A, carrying a grant of \$200 a year.

During the academic year 1944-45 isolation bonuses were paid as indicated hereunder:

Classification	Number of Districts	Amount
A	78	\$15,600
B	178	26,700
C	259	25,900
D	59	2,950
	<u>574</u>	<u>\$71,150</u>

In spite of isolation bonuses the northern divisions are feeling the teacher shortage acutely. Divisional Boards are forced to resort to centralization of schools and the employment of correspondence supervisors in order to cope with the situation.

JAPANESE EVACUEE CHILDREN

During the academic year 1944-45, 488 children of Japanese evacuees attended schools in southern Alberta. The Department of

Education paid \$30,608.17 to the school divisions and districts concerned for the tuition of these children from funds furnished by the British Columbia Security Commission. The latter also bore the costs of administration in connection with the education of the above children. To date the Department has been advised that 323 Japanese evacuee pupils attended Alberta schools during the fall term of 1945.

THE INCLUSION, BY AGREEMENT, OF TOWN, VILLAGE AND CONSOLIDATED SCHOOL DISTRICTS IN SCHOOL DIVISIONS

This movement has gained momentum during the past two years. In 1945, 24 districts have been included in school divisions by agreement, as opposed to 8 during 1944. The total number of town, village and consolidated districts that have been included in school divisions now is 64. In addition, 6 districts are in the process of being included in divisions, and negotiations toward the same end are being conducted in 11 districts.

Independent school districts are attracted by the more extensive educational services that can be made possible at reasonable cost through being incorporated with the school divisions in which they are situated geographically. A survey of 24 districts that entered divisions previous to August of this year shows that distinct advantages already have been realized in every case. In 14 of the districts, high school facilities have been either initiated or increased. In a number of cases, Shop, Home Economics and Commercial classes have been established, along with other improved services that could not have been contemplated by the independent districts.

THE FIRST REFRESHER COURSE IN SCHOOL ADMINISTRATION

One of the innovations of the year was the holding of the first refresher course in school administration at the University of Alberta, June 18-20 inclusive. The course was under the direction of the Department of Extension and was held in co-operation with the School Trustees' Association and the Alberta Divisional Secretaries' Association. The session was opened by the President of the University and the Deputy Minister, and speakers included Dr. W. H. Swift, Chief Superintendent of Schools and the Honorable C. E. Gerhart. The program included addresses and discussions on the following topics:

- The Relationship between School Boards and Divisional Superintendents.
- School Division Accounting.
- The Relationship between School Divisions and Municipalities.
- Transportation Schedules and Allowances.
- Fire, Playground and Van Insurance.
- School Library Services.
- Common Legal Problems of School Districts.

JOINT COMMITTEE OF THE DEPARTMENTS OF EDUCATION AND MUNICIPAL AFFAIRS

A committee composed of two members from each of the Departments of Education and Municipal Affairs has been established by the Ministers of the respective Departments for the purpose of studying questions of common interest.

As the Department of Municipal Affairs administers the majority of the local authorities that collect the funds expended by the boards of education of the province, there is a need for complete mutual understanding in the two departments. It is believed that the joint committee can accomplish this end.

It is also hoped that the newly established body can bring about adjustments and changes that will make for the more efficient functioning of the machinery controlled by the two departments. Toward this end the committee, in addition to studying a group of lesser problems, has initiated two movements of some importance.

An amendment to the Municipal District Act has been recommended that would provide for representation at the meetings of municipal councils of one member of the board of trustees of each district or divisional board that submits a requisition for funds to each of the councils. The representatives of the boards would have a voice but no vote when matters directly or indirectly concerning the school systems of the area are under discussion.

Similarly, an amendment to The School Act has been proposed which, if adopted, will provide for representation of municipal councils concerned, at meetings of district and divisional school boards. It would be understood that councils and boards would avail themselves of the privileges that the amendments provide only when matters of common interest are on the agenda.

It is believed that the proposed legislation would remove a great deal of the misunderstanding which exists today between local municipal and educational authorities and would make for the smoother functioning of both groups of local government.

At present there is no coincidence on the part of the boundaries of municipal districts and school divisions, with the result that councils receive requisitions for funds from each of the varying number of divisions that have land within the boundaries of the district. This arrangement also makes it necessary for the boards of divisions to look to a number of collecting authorities for required revenue. At least one division submits a dozen requisitions to as many municipal districts. The confusion and unnecessary work occasioned by this state of affairs is considerable.

The joint committee is now engaged in a study of municipal and divisional boundaries with a view to alleviating the above situation and is already prepared to make some helpful recommendations.

REPORT OF THE CURRICULUM BRANCH

(M. L. WATTS, *Director*; H. T. SPARBY, *Associate Director*)

In accordance with the departmental reorganization effective July 1st, the Curriculum Branch assumed the curricular responsibilities formerly carried by the Supervisor of Schools. In addition to matters relating directly to courses of study and textbooks and the supervision of examination procedures, these included responsibility for the Audio-Visual Aids Branch, the school broadcasts, and maintenance of liaison with the Alberta Adult Education Association and the Alberta Federation of Home and School Associations.

A.—SCHOOL BROADCASTS

An effort was made to continue the arrangements initiated by the Supervisor of Schools as a result of the deliberations of the Conference of the Western Regional Committee on Audio-Visual Aids held in Edmonton, February 5th and 6th, 1945, and of the National Advisory Council on School Broadcasting held in Toronto, March 22nd and 23rd, 1945.

At the Conference of the Western Regional Committee the following persons were present:

Dr. H. C. Newland, Supervisor of Schools for Alberta (Chairman); Mr. P. J. Kitley, Director of School Broadcasts, Vancouver; Mr. H. Janzen, Director of Curricula, Department of Education, Regina; Miss Gertrude McCance, Provincial Normal School, Winnipeg; Mr. Dan Cameron, CBC, Winnipeg; Mr. Esse Ljungh, CBC, Winnipeg; Mr. R. S. Lambert, Supervisor of Educational Broadcasts, CBC, Toronto. Miss Rae Chittick of the Provincial Normal School, Calgary, was present for the Monday session; and Mr. H. A. MacGregor and Miss Zella Oliver, Provincial Normal School, Edmonton, sat in on the Monday afternoon session, at the invitation of the Chairman.

The representatives from the Provinces outlined the programme of radio broadcasts carried in their Provinces during the year 1944-45.

British Columbia—

- (1) Mondays: "Better Living in Tukwilla Valley." (Fall series), and "Making the Most of Tukwilla Valley." (Spring series).
- (2) Tuesdays: Junior Music Series.
- (3) Wednesdays: The High School Series (A variety of programmes).
- (4) Thursdays: Music for the Intermediate Grades.
- (5) Fridays: National Series.

Manitoba—

- (1) Mondays: Adventures in Speech.
- (2) Tuesdays: Science for Today.
- (3) Wednesdays: Tales from Far and Near.
- (4) Thursdays: Music for Intermediate Grades.
- (5) Fridays: National Series.

Saskatchewan—

- (1) Adventures in Speech.
- (2) Tuesdays: Science for Today.
- (3) Wednesdays: Adventures in Modern Living.
- (4) Thursdays: Music for the Intermediate Grades.
- (5) Fridays: National Series.

Alberta—

- (1) Mondays: Music for the Elementary Grades.
- (2) Tuesdays: Science for Today.
- (3) Wednesdays: Speech Training.
- (4) Thursdays: Music for the Intermediate Grades.
- (5) Fridays: National Series.

It was decided unanimously that the same general organization among the provinces with regard to the series of school broadcasts should be used during 1945-46 as was used during 1944-45. Improvements in the detailed arrangements for the joint preparation of the programmes in the co-operative series were discussed and agreed upon.

At the Conference of the National Advisory Council the following were present:

Chairman:

Dr. Robert C. Wallace, C.M.G., Principal and Vice-Chancellor, Queen's University, Kingston.

Departments of Education:

Mr. P. J. Kitley, Director of School Broadcasts, British Columbia Department of Education.

Dr. H. C. Newland, Supervisor of Schools, Alberta Department of Education.

Mr. H. Janzen, Director of Curricula, Saskatchewan Department of Education.

Miss Gertrude McCance, Manitoba Department of Education.

Mr. C. F. Cannon, Superintendent of Elementary Education, Ontario Department of Education.

Dr. W. P. Percival, Director of Protestant Education, Quebec Department of Education.

Mr. R. W. Kane, Director of School Broadcasting, Nova Scotia Department of Education.

Conference of Canadian Universities:

Dr. W. J. Dunlop, Director of Extension and Publicity, University of Toronto.

Canadian Teachers' Federation:

Dr. C. N. Crutchfield, Secretary-Treasurer, Canadian Teachers' Federation, Shawinigan Falls.

Mr. H. Bruce Adams, Toronto.

National Federation of Home and School:

Mr. L. A. de Wolfe, President, Truro, N.S.

Mrs. W. G. Noble, Toronto.

Canadian Trustees' Association:

Mr. M. A. Campbell, Secretary-Treasurer, Canadian Trustees' Association, Toronto.

Canadian Broadcasting Corporation:

Dr. A. Frigon, General Manager, Ottawa.

Mr. R. S. Lambert, Supervisor of Educational Broadcasts, Toronto.

Mr. O. C. Wilson, Education Department, Toronto.

Mr. Aurele Seguin, Director, Radio College, Montreal.

Mr. D. B. Lusty, Education Producer, Maritimes, Halifax.

Mr. Dan Cameron, Talks and Education Representative, Prairie Provinces, Winnipeg.

Mr. Wells Ritchie, Supervisor, Press and Information Division, Toronto.

Miss Mabel Cotton, Press and Information Division, Toronto.

Mr. Bill Freeman, Press and Information Division, Toronto.

Distinguished Visitors:

Mr. Paul Thornton, Education Director, RCA Victor, Camden, New Jersey, U.S.A.

Mr. F. W. Radcliffe, Director of Public Relations, RCA Victor, (Canada), Toronto.

Secretary:

Mrs. Crosier.

At this conference problems in connection with the National Broadcasts were discussed and plans laid for the 1945-46 National Series.

On July 19th the Director of Curriculum called a meeting of persons resident in Edmonton and formerly associated with the Alberta broadcasts. Miss Rae Chittick, Mrs. G. C. Higgin, Miss

Zella Oliver and Mr. H. A. MacGregor attended. It was decided to make arrangements for conducting the local broadcasts and for the preparation of the seven science broadcasts of the Inter-provincial series for which Alberta had been obligated. It was ascertained that Alberta had no further obligations—except financial—in connection with the Inter-provincial Intermediate Music Series since it had been determined that British Columbia and Manitoba would assume jointly the full responsibility for its preparation.

On the basis of the above information and with the generous assistance of Mr. Walker Blake, Manager of Station CKUA and Mr. J. B. McRae also of CKUA, arrangements were completed for the following series of broadcasts commencing October 1st:

1. *Alberta Series:*

- (a) Music for the Elementary Grades—This series is prepared by Mrs. Janet McIlvena McLeod, A.T.C.M., L.R.S.M., of Lethbridge, and broadcast over CJOC Mondays at 3:00 p.m.
- (b) Speech Training—This series is prepared by Mrs. G. C. Higgin, B.A., L.R.S.M., Faculty of Education, Edmonton, and broadcast over CKUA, Wednesdays at 3:00 p.m.

2. *Western Province Series:*

- (a) Science on the March.
- (b) Intermediate Music.

The former series, heard on Tuesday at 10:30 a.m., is produced jointly by the Department of Education of Alberta, Saskatchewan and Manitoba and the latter, heard on Thursdays at 10:30 a.m., by the Departments of Education of Alberta, Saskatchewan, Manitoba and British Columbia. Both series are produced by the CBC for delivery over Western Regional Networks.

3. *National Series:*

This series, heard on Fridays at 10:30 a.m. is produced by the CBC upon the advice of the National Advisory Council on School Broadcasting and is planned to strengthen the sense of Canadian Citizenship among the boys and girls at school.

All series are carried over the A.G.T. Educational Network consisting of stations CKUA, CFCN and CJOC, except that the latter station does not carry the Speech Training series on Mondays.

In October, a Radio Committee was appointed by the Minister with membership as follows: Mr. M. L. Watts, (Chairman), Mr. E. M. Erickson, Miss Rae Chittick, Mrs. G. C. Higgin, Mr. H. T. Sparby, (Secretary).

At the first meeting, held on November 22nd, the Committee approved the arrangements made for the broadcasts during the current school year and made suggestions for the improvement of the Guide to the Alberta School Broadcasts for the Spring Term. All members were of the opinion that the most important problem facing the committee was that of evaluating the broadcasts. The chairman reported that, since the distribution of questionnaires with the guides had not proved very satisfactory, this year each Divisional Superintendent had been asked to appoint three or more teacher-

critics in his division to listen to and comment on the Elementary Music and Speech Training broadcasts and report directly to Mrs. McLeod and Mrs. Higgin. A summary of the reports would be available for the Committee. As the members felt further attention should be given to the matter they appointed a Subcommittee on Evaluation of Radio Programmes with Mr. Erickson as Chairman. The Subcommittee was instructed to set up criteria for evaluating school broadcasts and to suggest procedures for carrying out an evaluation programme.

It was the opinion of all members of the Radio Committee that though Alberta's appropriation for school broadcasts was much smaller than that of other provinces and though subjective opinions indicated that broadcasts had some value, it would be unwise rapidly to expand the programme until more objective evidence of its value could be obtained.

B.—CURRICULUM COMMITTEES

The Subcommittee on Examinations met three times during the first half of the year to consider curriculum problems. These meetings were held on February 8th, March 5th and 6th, and May 11th. Among the matters discussed, the four listed below received considerable attention:

1. The need for a revision of the guidance programme in our high schools, giving due emphasis to the fact that guidance is a school service rather than a course of study.
2. Minor revisions necessary in the field of high school English, with particular reference to the desirability of setting up a standing committee to keep the free reading list up to date.
3. Reorganization of Health and Physical Education courses in the high school. The arrangement finally approved was as follows:

Two units of Health Education, each carrying two credits and two units of Physical Education each carrying three credits; the first units in each subject listed as compulsory for Grade X and the second units listed general electives for Grade XI.

4. The need for an advisory committee in Social Studies to examine current reference materials and to recommend to the Supervisor of Schools changes in the lists of authorized books and pamphlets.

Following the reorganization of the Department of Education during the summer it was decided to assign the examinations and curriculum work, previously carried on by the Subcommittee on Examinations, to separate committees. Consequently, in October four advisory curriculum committees were set up, one to study problems concerning the school programme as a whole and the others to study matters having to do more particularly with the elementary, intermediate and secondary school fields. The membership of these committees was determined by the Minister, who appointed the following persons:

General Curriculum Committee.

1. Director of Curriculum, Mr. M. L. Watts (Chairman).
2. Associate Director of Curriculum, Mr. H. T. Sparby (Secretary).
3. Chief Superintendent of Schools, Dr. W. H. Swift.
4. Dean, Faculty of Education, Dr. M. E. LaZerte.

5. Representative of the University of Alberta (from some faculty other than the Faculty of Education), Dr. W. H. Johns.
6. Representative of the Faculty of Education of the University of Alberta interested in the field of elementary education, Miss Olive Fisher.
7. Representative of the Faculty of Education of the University of Alberta interested in the field of secondary education, Dr. H. E. Smith.
8. Director of the Correspondence School Branch, Mr. G. F. Bruce.
9. Supervisor of Industrial Arts, Mr. A. P. Tingley.
10. Supervisor of Home Economics, Miss M. J. Hinman.
11. Director of School Administration, Mr. W. E. Frame.
12. Superintendent of Schools for City of Edmonton, Mr. R. S. Shepard.
13. Superintendent of Schools for City of Calgary, Mr. F. G. Buchanan.
14. Representative of the Alberta Teachers' Association, Mr. H. C. Melsness.
15. Representative of the Alberta Home and School Association, Mrs. F. A. Elves.
16. Representative of the Alberta Adult Education Association, Mr. J. W. Barnett.
17. Representative of the Alberta School Trustees' Association, Mr. H. E. Spencer.
18. Vice-Chairman of the Elementary School Curriculum Committee, Mr. R. Warren.
19. Vice-Chairman of the Intermediate School Curriculum Committee, Mr. A. W. Reeves.
20. Vice-Chairman of the High School Curriculum Committee, Mr. H. E. Balfour.
21. Vice-Chairman of the Radio Committee, Mr. E. M. Erickson.
22. Vice-Chairman of the Audio-Visual Aids Committee, Mr. J. W. Gilles.
23. Non-urban teacher appointed by the Department of Education, Mr. H. F. Chittick.

High School Curriculum Committee:

1. Mr. M. L. Watts, Director of Curriculum (Chairman).
2. Mr. H. T. Sparby, Associate Director of Curriculum (Secretary).
3. Mr. H. E. Balfour, Inspector of High Schools (Vice-Chairman).
4. Mr. D. M. Sullivan, Inspector of High Schools.
5. Mr. H. C. Sweet, Inspector of High Schools.
6. Dr. H. E. Smith, representative of the Faculty of Education interested in the general curriculum field, appointed by the Dean.
7. Mr. F. L. Woodman, Principal of Western Canada High School, Calgary.
8. Representative of the Alberta Teachers' Association, Mr. R. L. Whitney.

Intermediate School Curriculum Committee:

1. Mr. M. L. Watts, Director of Curriculum (Chairman).
2. Mr. H. T. Sparby, Associate Director of Curriculum (Secretary).
3. Mr. A. W. Reeves, Superintendent of Schools (Vice-Chairman).
4. Mr. A. Doucette, Faculty of Education.
5. Mr. H. D. Cartwright, Principal of Balmoral Junior High School, Calgary.

6. Representative of the Alberta Teachers' Association, Mr. Murray W. MacDonald.

Elementary School Curriculum Committee:

1. Mr. M. L. Watts, Director of Curriculum (Chairman).
2. Mr. H. T. Sparby, Associate Director of Curriculum (Secretary).
3. Mr. R. Warren, Superintendent of Schools (Vice-Chairman).
4. Miss Olive Fisher, Faculty of Education.
5. Mr. A. G. Bayly, Assistant Superintendent of Edmonton Schools.
6. Representative of the Alberta Teachers' Association, Mr. E. C. Ansley.

Each of these committees held its first meeting in November, the High School Curriculum Committee on the 7th and 8th, the Elementary School Curriculum Committee on the 15th, the Intermediate School Curriculum Committee on the 16th and the General Curriculum Committee on the 30th. Many of the items of business brought up at these meetings were matters left over from the meetings of the Subcommittee on Examinations held earlier in the year. Several required immediate attention and were dealt with successfully. Others, too extensive for full consideration at that time, were delegated for further study to subcommittees. As an indication of the nature and scope of the work undertaken by the Elementary, Intermediate and High School Curriculum Committees, a list of subcommittees which they appointed is given below:

*Subcommittees Appointed by the
High School Curriculum Committee:*

1. To consider the whole matter of guidance in high school. (Chairman: Dr. H. E. Smith, Associate Professor, Faculty of Education, University of Alberta.)
2. To consider problems in French concerning high school grades. (Chairman: Mr. D. M. Sullivan, Inspector of High Schools, Edmonton.)
3. To revise the high school courses in Social Studies. (Chairman: Mr. H. C. Sweet, Inspector of High Schools, Calgary.)
4. To examine critically the Grade XII course in Trigonometry and Analytical Geometry and the textbook now being used. (Chairman: Mr. H. E. Balfour, Inspector of High Schools, Edmonton.)
5. To review the listing of chapters now required for study from the newly authorized textbooks in Chemistry 2 and Physics 2. (Chairman: Mr. H. E. Balfour, Inspector of High Schools, Edmonton.)
6. To revise the high school courses in English. (Chairman: Mr. D. M. Sullivan, Inspector of High Schools, Edmonton.)
7. To complete the revision to technical courses already under way. (Chairman: Mr. A. P. Tingley, Supervisor of Industrial Arts.)
8. To determine what revision of commercial textbooks is considered immediately necessary. (Chairman: Mr. W. E. Frame, Director of School Administration.)

*Subcommittees Appointed by the
Intermediate School Curriculum Committee:*

1. To prepare a leaflet of directions for intermediate school teachers containing an interpretation of the social studies courses and suggesting effective classroom procedures. (Chairman: Mr. H.

D. Cartwright, Principal of Balmoral Junior High School, Calgary.)

2. To survey the language textbook situation in the intermediate school. (Chairman: Mr. A. W. Reeves, Superintendent of Schools, Bassano.)
3. To examine the present course in community economics with a view either to revising it or planning a better course. (Chairman: Mr. H. A. MacGregor, Associate Professor, Faculty of Education, University of Alberta.)

*Subcommittees Appointed by the
Elementary School Curriculum Committee:*

1. To study problems related to reading in the elementary grades. (Chairman: Miss O. Fisher, Associate Professor, Faculty of Education, University of Alberta.)
2. To study the matter of selecting a new series of arithmetic textbooks for Grades III to VI. (Chairman: Mr. R. Warren, Superintendent of Schools, Killam.)
3. To consider the language problem in the elementary grades with particular reference to textbooks. (Chairman: Mr. A. G. Bayly, Assistant Superintendent of Schools, Edmonton.)
4. To revise the textbooks for use in the Elementary French Course taught in Grades I to IX. (Chairman: Mr. M. Lavallee, Instructor, Correspondence School Branch.)

At a meeting of the General Curriculum Committee, the Honorable R. E. Ansley, Minister of Education, outlined the government's policy with respect to curriculum matters. He said that it was the wish of the Department of Education that increased emphasis be placed upon the inculcation of the principles of Christianity and the principles of democracy.

Dr. McNally, Deputy Minister of Education, who acted as honorary chairman during the first part of the meeting, gave a brief history of curriculum development in Alberta. He also outlined the educational advantages to rural areas of centralized community schools and emphasized the need of a specially planned programme of studies if these advantages were to be fully realized.

Among decisions arrived at by the General Curriculum Committee, the following are of special significance:

1. The Committee will hold two regular meetings a year, one in May and one in November.
2. Although no major revisions of the course of studies are to be undertaken in the immediate future, any minor changes that are necessary to keep the programme up to date are to be made from time to time.
3. The Committee agreed to invite individuals or groups of persons interested in education to submit proposals for improving our programme of studies.

C.—HIGH SCHOOL ENTRANCE EXAMINATIONS BOARD

The High School Entrance Examinations Board met in February to review the Grade IX examination papers which had been prepared for June, 1945. In the absence of the chairman, Dr. Newland, Mr. W. E. Frame presided. The revision continued for three days, February 5th, 6th, and 7th.

Early in the fall the personnel of the Board was reorganized when the Minister appointed the following members:

1. Mr. H. T. Sparby, Associate Director of Curriculum (Chairman).
2. Mr. B. E. Walker, Supervisor of Examinations (Secretary).
3. Dr. W. H. Swift, Chief Superintendent of Schools.
4. Mr. H. C. Sweet, High School Inspector.
5. Mr. C. H. Robinson, Superintendent of Schools.
6. Mr. W. E. Hodgson, Superintendent of Schools.
7. Miss M. J. Hinman, Supervisor of Home Economics.
8. Mr. W. D. McDougall, Associate Professor, representing the Faculty of Education.
9. Mr. Murray W. MacDonald, representing the Alberta Teachers' Association.

At its regular fall meeting, held on November 5th, 1945, the new Board dealt with the usual number of routine matters and also appointed examiners to prepare the Grade IX departmental examinations for June, 1946.

D.—AUDIO-VISUAL AIDS TO TEACHING

For some time past, the Department of Education had been contemplating making provision for the implementation by the teaching body of the Province of the newer teaching procedures in the field of visual materials. The Supervisor of Schools in his annual report for 1944 reported the institution of an Audio-Visual Aids Branch during the year and the accomplishment of the project of screening the visual materials in the library of the Department of Extension and the evaluating of those that correlated with the Alberta Course of Studies. This project proved an excellent background for the ordering of new films for the library of the Audio-Visual Aids Branch. The thanks of the Department of Education are due to the Director of Visual Instruction of the Department of Extension and his staff for their co-operation in the project.

Owing to war conditions and the fact that the film market was at its most acute stage of any time during the war, the film orders placed in the Summer of 1944 were undelivered until early Summer of 1945, making it impossible to begin the circulation of films until June, 1945. In the meantime, the Audio-Visual Aids Branch continued to make contacts with film producers and distributors, also manufacturing agencies and distributors of projection equipment, and to bring in films for previewing. It carried on a general promotional campaign, as well as organized the general office procedure and set-up in preparation for the beginning of the actual operation stage.

The utilization of visual aids as a teaching procedure is in its infancy in the Province. A teacher with sound training in general principles of pedagogy would naturally have the ambition to experiment in the new field, but, without a knowledge of the operation of projection equipment, would be unable to do so. One of the first moves, therefore, was to provide an opportunity for teachers to take instruction in the operation of machines. The 1944 report referred to three short schools. In 1945, an opportunity was provided for the Superintendents to take similar instruction during the Superintendents' Conference in February. Various makes of silent and sound motion picture projectors, filmstrip and lantern slide and opaque

projectors were made available. Some thirty Superintendents took advantage of the school. Instruction was also provided for a small group of teachers during the Easter Holidays.

During the first part of the year, the Audio-Visual Aids Branch compiled a consolidation of the reports of the project undertaken in the preceding summer, and of the reports on the new films ordered, and, in May, the published consolidation in the form of a one hundred and seventy-nine page handbook, *An Audio-Visual Aids Manual for Alberta Schools* was distributed to Divisional Boards, Principals and Teachers-in-charge of non-divisional schools. This Manual includes the Regulations governing the circulation of films, an article on The Use and Care of Films, one on Teaching Procedures Involving the Use of Films, a master alphabetical list of all silent and sound films in the libraries of both the Audio-Visual Aids Branch and the Department of Extension, and of all lantern slides and filmstrips in the Department of Extension, approved for use in the schools of this Province, a Subject Classification List with an Optimum Grade Placement and Grade Spread and a Description of each visual aid. The Manual also included similar information for films placed in the library on extended loan and those of other Departments of the Government of Alberta available to schools, all of which were screened and evaluated by the Film Evaluation Committee.

In the Spring, a library of thirty-five millimetre filmstrips was previewed, and those approved were purchased as the nucleus of a filmstrip library. During the Summer, these reports were consolidated for publication, and, in September, the *Visual-Aids Bulletin—Filmstrips*, was distributed, and the library prepared for circulation.

During the year, the screening of a library of two-by-two kodachrome lantern slides has been under way, and during the coming year this library will be put in shape for circulation.

A permanent Film Evaluation Committee was set up, the personnel consisting of Mr. J. W. Gilles, M.A., M.Ed., Faculty of Education, Mr. H. A. MacGregor, M.Sc., Faculty of Education, Mr. H. B. Doughty, B.Sc., Principal, Calder Intermediate School, Edmonton, and Miss Clara Tyner, Edmonton Practice School. During the absence of Mr. Gilles, the latter part of the year, Dr. W. Dewar McDougall substituted on the Committee. This Committee met twice each week to preview and evaluate all visual aids presented for consideration. It also previewed and evaluated the circuit programmes of The National Film Board and selected those films suitable for school presentation. All told, five hundred and fifty films were previewed during the year, as well as five hundred and fifty-three filmstrips, approximately eight hundred miniature lantern slides, and twenty sets of flat pictures.

During the year, the Audio-Visual Aids Branch prepared and published an article on projection equipment for the January issue of the A.T.A. Magazine, one on Audio-Visual Aids for Alberta Schools for the June issue of The Alberta School Trustee, an article of two instalments on Visual Aids to Teaching for the November and December issues of the A.T.A. Magazine, as well as one for the December issue of the Home and School News, and announcements from time to time in the A.T.A. Magazine. A representative of the

Audio-Visual Aids Branch addressed one of the Edmonton Regional Teachers' Conventions in October on Audio-Visual Aids to Teaching.

The travelling projectionists of the National Film Board continued to provide film programmes for a limited number of schools on the circuits which otherwise would not have had projection service. Schools on the circuits have been circularized with each change of programme, informing them of the films approved for school showings. It is anticipated that, in due time, the majority of these schools unable to procure projection equipment of their own will book classroom films with the library of the Audio-Visual Aids Branch.

The Western Regional Committee on Audio-Visual Aids met in the Legislative Buildings on February 6th, 1945. The following attended: Mr. P. J. Kitley, Director of School Broadcasts, Vancouver; Mr. H. Janzen, Director of Curricula, Department of Education, Regina; Mr. E. T. Armstrong, Director of Visual Education, Department of Education, Winnipeg; Miss Mabel Grant, Department of Education, Edmonton; and Dr. H. C. Newland, Supervisor of Schools, Edmonton, who acted as Chairman. Each representative gave a brief account of the film set-up in the Province represented. Among the topics discussed was the necessity for the production of classroom films representative of Canadian Life and Industry, since the majority of the classroom films now available are of American production and settings.

The Conference was in general agreement that the various Departments should have control over all films shown in public schools.

A course in Visual Aids was given at the Summer School of 1945 under the direction of Mr. J. W. Gilles, M.Ed., a member of the Faculty of Education, and of the Film Evaluation Committee.

In November, due to the reorganization of the Department of Education, an advisory Audio-Visual Aids Committee was set up. This Committee consists of the Director of Curriculum, (Chairman), Mr. L. W. Kunelius, Superintendent of Schools from Westlock, Mr. Murray MacDonald, Principal of the University Practice School, Mr. J. W. Gilles, M.Ed., for whom Mr. McDougall will substitute during the present scholastic year, and the Associate Director of Curriculum, (Secretary).

This Committee recommended that an experiment outlined and proposed by The National Film Board be conducted in the Camrose School Division, whereby film service would be provided by the National Film Board travelling projectionist for a selected group of schools over a four months' period in accordance with a brief submitted, with the understanding that the administrative details relating to schools would be completely under the control of the Superintendent of Schools; further, that if it were considered feasible to conduct a similar experiment in another Division, an area possessing more frontier characteristics than the Camrose Division be selected.

The table below shows the progress of the circulation of films and filmstrips at its initial stages. In many cases silent projectors formerly operating on rural circuits have been idle for a number of years. In December, the Audio-Visual Aids Branch wrote personal

letters to Principals of Schools where projectors, old or new, were available, stressing the value of the film in the classroom and the fact that film service is now available to the schools of the Province free other than for transportation charges. Responses in the form of applications for film service are being received at the time of compilation of this report, and it is anticipated that the circulation will reach the maximum limit of the library during the coming term, particularly in view of the fact that orders for new projectors are gradually being filled.

CIRCULATION OF SOUND AND SILENT FILMS

1945	Number of Schools Represented Equipment		Total	Total Number of Shipments	Total Number of Films
	Local	& N.F.B.			
June	10	1	11	27	60
September	4	2	6	8	21
October	26	18	44	63	197
November	31	17	48	92	252
December	30	6	36	54	186
	101	44	145	254	716

ATTENDANCE AND SCREENINGS

	Attendance		No. of Screenings	
	Silent	Sound	Silent	Sound
June 1st to October 31st	20,525	8,561	544	142
Nov. 1st to December 31st	27,130	13,100	665	214
	47,655	21,661	1,209	356

CIRCULATION OF FILMSTRIPS

(October 20th to Dec. 31st, 1945)

	Number of Schools Represented	Total Number Shipments	Total Number Filmstrips	
			Silent	Sound
October	4	6		27
November	12	38		197
December	9	22		93
	25	66		317
Total attendance				14,081
Total number of screenings				404

TITLES IN THE LIBRARY

	Silent	Sound	Filmstrips
Audio-Visual Aids Branch			
Number of titles	189	123	472
Duplicate prints	51	3	
On extended loan	19	30	26
	259	156	498

With the development of the film as a teaching procedure, greater emphasis than ever before will be placed on the use of the flat picture in the classroom. The Audio-Visual Aids Branch, during the year, has collected pictures of wild flowers, birds and animals of Alberta, and of minerals, also reproductions of Canadian paintings, which will be mounted on uniform size mounts and put into circulation in due course.

Pictures and posters dealing with subjects of general interest in the British Commonwealth that correlate with the Alberta Course of Study have been placed in the library by the United Kingdom Office of Information, Ottawa, for circulation. Although these pictures have been publicized widely, their circulation has not been as extensive as their interest warrants. As the general teaching body of the Province acquires a greater consciousness of the value of the film, a greater consciousness of the value of other types of visual aids, including the flat picture, will also develop.

The organization and administration of the Audio-Visual Aids Branch has been largely in the hands of Miss M. L. Grant who, by

unstintingly giving her time and energy has very successfully carried the work of the Branch through its difficult initial stages.

D.—ADULT EDUCATION

The Department has continued its policy of fostering the growth of adult education by providing an office in the Terrace Building for the Secretary of the Alberta Adult Education Association and by including in its budget provision for salaries and office and traveling expenses. That the work of the Association during 1945 has been successful has been due in great measure to the energies and capacity of the Secretary, Mr. Leonard Bercuson. The Report which follows has been prepared by the Association but is included herewith because of the interest which the work of the Association has for the Department of Education.

During the past year there have been two general meetings of the Alberta Adult Education Association while the Executive has met on five occasions.

At the first executive meeting of the year, held on February 26th, it was decided to distribute copies of the C.A.A.E. publication "Food for Thought" to every community council organized in the province in order to keep them abreast with adult education activities throughout the dominion. At this meeting a letter from Mr. E. W. Brunsden was read in which he regretfully announced that he must resign from the executive as he was taking up a new post.

Representatives from twenty-three of the constituent organizations were on hand for the annual general meeting on June 26th. The President in his report called for an extension of the excellent work being done by the Farm Radio Forum and the Citizens' Forum in adult education. The Secretary-Treasurer's report outlined the activities of the Association during the previous year. The Honorable R. E. Ansley, Minister of Education, expressed satisfaction with the broad type of programme which had been promoted.

Mr. R. Morton, principal of the school at Sangudo, Alberta, presented an account of the excellent work done by the Sangudo community in realizing the full cultural and recreational possibilities of the area. He touched briefly on the library, art club, moving picture shows, hobby fair, athletics, and other features introduced into the village by its enterprising citizens.

Mr. Peers of the Extension Department of the University of Alberta and Mr. McFail of the Alberta Federation of Agriculture reported on the conference convened at Winnipeg by the Canadian Association for Adult Education. The most important result of the conference, they stated, was the formulation of plans for co-ordinating activities of the Canadian Broadcasting Corporation, the Wartime Information Board, the National Film Board, the Canadian Association for Adult Education and other agencies interested in adult education.

The following were elected as executive officers for 1945-46: Mr. C. H. Grant, President; Mrs. W. Ross and Mr. M. L. Watts, Vice-presidents; Mr. J. W. Barnett, Mr. J. O. Pilon, Mrs. J. M. Forbes, Mr. M. Ainslie.

At an executive meeting held on July 11th it was decided to draft amendments to the constitution so that it might conform with

all the regulations required under the Friendly Societies Act. The President agreed to undertake this work and largely rewrote the constitution. This was approved by the Executive at the meeting of July 17th and was presented for discussion before a special general meeting of the Association held on September 20th. Besides approving the revised constitution, the membership agreed to change the corporate name from the Alberta Council for Adult Education to the more widely used Alberta Adult Education Association.

Activities for the 1945-46 term were discussed at executive meetings held on October 2nd and November 23rd. It was hoped that the Association would prove successful in establishing community councils in ten additional centres throughout the province.

During 1945 the activities begun by the Association in the autumn of 1943 were extended. Early in January a Handbook on Adult Education, prepared by the Association, reached the public. Attractively mounted and printed, the booklet dealt briefly with such important topics as the organization of community councils, the techniques for various types of study groups, and the history of the movement both in the province and the dominion. The handbook was favorably reviewed in the February issue of "Food for Thought," the organ of the Canadian Association for Adult Education. Since the date of issue 825 copies have been distributed to interested groups and individuals in Canada.

The main work of the Association this past year has been concerned with the encouragement of educational opportunities for adults in several related fields. Interest has been stimulated in two national radio forum programmes, the Citizens' Forum and the National Farm Radio Forum; material has been circulated to various study groups; adult classes have been organized in several centres and assistance has been given in the establishment of community councils. The Association and the Extension Department of the University have co-operated in all these efforts. The following centres have been visited during 1945, and correspondence has been maintained between them and the Association's office: Wainwright, Stettler, Red Deer, Sangudo, Myrnam, Ponoka, Lacombe, Lethbridge, Medicine Hat, Calgary, Wetaskiwin, Westlock, Olds, Vegreville, Barrhead, Warner, Banff, and Clareholm. The Association has usually been represented by the Secretary-Treasurer. Six of the above centres were visited more than once. Encouraging reports have been received from several of these places. A few examples may be cited to give some idea of the work being carried on. It must be borne in mind that the obstacles to be overcome in any community are formidable. There is, first of all, the apathy with which any proposal for a new organization or co-ordinating agency is greeted; then there is the necessity for finding finances to publicize the movement and to meet the costs of operation; lastly, enthusiastic, trained personnel must be secured. The A.A.E.A., beyond sending speakers or study helps, can give little further assistance. Nevertheless, Wainwright, through the voluntary efforts of a few public spirited individuals succeeded in establishing a community council which undertook as its first venture a series of adult classes early in 1945. To assure that these classes were in truth a community venture, sessions were held alternately in auditoriums of the public and separate schools. Classes were resumed this fall.

In addition the council has taken the lead in arousing local interest in the building of a Community Centre. As a result, a campaign for funds is currently being conducted.

The committee at Wetaskiwin enlisted the support of local merchants in an intensive publicity campaign. Considerable interest was aroused. Documentary films, guest speakers from Edmonton, and efficient instruction by Wetaskiwin citizens were instrumental in maintaining attendance throughout the series of classes held. Encouraged by the success of the first series, the committee arranged for similar classes this fall, and has now completed plans for a third series to begin early in 1946.

Medicine Hat carried through a programme with a minimum of financial worry on the part of those concerned. Credit for this state of affairs must be given to the School Board of that city which readily agreed to assume responsibility for any deficits incurred. Consequently, the Council was able to give wide publicity to its programme and to pay instructors for services rendered. The classes are being continued in 1945-46. In addition, there are a number of vigorous listening groups in Medicine Hat in connection with the radio programme, the Citizens' Forum.

Perhaps the Edmonton Council on Adult Education best illustrates the possibilities in this field. In January, 1944, an executive was selected to investigate the possibilities of adult education in Edmonton. The group suffered the usual handicap of having no financial resources with which to initiate what was considered by most people as just one more organization in a city already overcrowded with organizations. But its members proceeded, nevertheless, to arrange for classes in psychology, nutrition, world affairs, civics, science and music appreciation, in a local school at a nominal registration fee of one dollar per course. A total of 650 persons enrolled, enabling the Council to extend its programme in the fall of 1944. Three schools were opened during the fall, with six courses being offered in each. Voluntary instructors took on the task of lecturing and leading discussions in these three different centres. By February of 1945 the Council was able to offer an even more ambitious programme. Instead of six courses, nine courses were offered in each of three schools. In addition, each instructor was paid for his services, thus assuring a well-prepared, comprehensive presentation. The one dollar registration fee was now insufficient to cover all expenses, but the deficit was made up by generous contributions from the Edmonton City Council and a number of local organizations. In one year, then, opportunities in adult education had been offered to over 2,000 persons. Besides classes, the Council concerned itself with film forums, the presentation of visiting speakers and the encouragement of radio forums. The response to all of these efforts has encouraged the Council to make plans for similar activities in 1946.

Because of the current interest in Community Centres the Association has offered booklets and suggestions on the subject to a score of communities contemplating such projects. In addition, a wide variety of pamphlets on affairs of the day is regularly being sent out. The Association is seeking in these and the activities mentioned above to fulfil the aim set forth in its constitution: "To encourage the organization of educational opportunities for adults in any field where there appears to be a need."

E.—THE ALBERTA FEDERATION OF HOME AND SCHOOL ASSOCIATIONS

The Department is interested in and maintains a close contact with the Alberta Federation of Home and School Associations, the Director of Curriculum being a member of its Executive Council. The following account of the activities of the Federation submitted by the president is offered as evidence of the progress it has made during 1945 and the extent of the valuable educational work it is promoting.

The Alberta Federation of Home and School Associations enjoyed a very successful year. During the early part of the year its work was carried on under the president, Mrs. T. K. Lockwood, whose wide experience and capable leadership has contributed much to the success of the Federation.

For various reasons the activities of the Home and School had centred in and around Calgary and to the year 1945 all conventions were held in that city. However, it became evident that definite steps should be taken to make Albertans aware of the fact that a wider group of parents and teachers was actively interested in educational problems in this province. One important decision in this direction was a change in the place of holding the annual convention. For the first time in the history of the Federation the Annual Convention was held in a rural centre, Olds. With the kind co-operation of the Department of Agriculture and the courtesy of Mr. J. Murray, B.S.A., principal of the Olds School of Agriculture, the comfortable and adequate dormitory and classroom facilities of that institution were made available to the Federation. The decision to hold the convention in a smaller centre in itself awakened new interest. From 121 associations, 108 delegates representing 105 affiliated associations, over and above 20 executive members, attended the convention. Keen interest was shown by all delegates and these, through their reports to local associations, awakened a much more wide-spread interest in the Home and School than had been shown before.

At the convention Mr. G. F. Bruce of Edmonton was elected president for the year 1945-46. Other executive members elected were:

Mrs. N. S. Symons, Calgary.
Mrs. J. D. A. MacDonald, Edmonton.
Mr. Findlay Barnes, Rocky Mountain House.
Mr. H. D. Cartwright, Calgary.
Mrs. C. M. Becker, Olds.
Mr. W. L. Perley, Calmar.
Mrs. M. G. Munch, Calgary.
Mrs. Dinzey, Calgary.
Mrs. E. H. Boalch, Calgary.
Mrs. T. K. Lockwood, Calgary.
Mr. M. L. Watts (Dept. of Education Representative).

These names are listed in order to draw attention to three very important trends which have been abundantly evident in the growth of the federation during the past year. First, locals are becoming more active and more widely spread over the province. Second, fathers are taking a much more active interest in educational problems that concern their children. Third, locals are widening their horizons: they are realizing that unless the general level of

of education in the province is raised, any improvement in their own community will be of a transitory and feeble nature.

These points cannot be over-emphasized. During the fall of 1945, 29 new associations have been formed in various parts of the province. Ten of these are in or south of Calgary, 7 are between Calgary and Edmonton, and 12 are in or north of the capital city. Many other inquiries for organization literature have been received, and it is confidently expected that other associations will be formed during the winter.

Much of the credit for this expansion is due to Mrs. N. S. Symons of Calgary who travelled widely in the fall and early winter. Mrs. Symons addressed 14 organization gatherings and personally assisted in the formation of 8 associations. She has sent out printed literature to 169 inquiring groups, and has given 22 addresses urging existing organizations to realize their wider responsibilities to all children not only of the province, but also across our Dominion.

The extension work in Northern Alberta was under the over-all supervision of the president, Mr. G. F. Bruce. Keen interest has been awakened in Edmonton and several parents and teachers have done a highly commendable piece of work in that city. Mr. Bruce addressed a number of local associations and others in rural centres outside of Edmonton, and reports definite interest in educational problems on the part of fathers, mothers, and teachers. It is most encouraging to note that fathers are beginning to realize that the Home and School Association is not "just another Mother's Club." They are showing more interest in this business of educating and are taking an active part in their local communities in problems pertaining to education.

Contacts were also made with teachers through addresses given at the summer schools in Calgary and Edmonton. Efforts have also been made to inform teachers in training of the work of Home and School Associations in Alberta.

A new development during the past year was the formation of the Olds Division Council. Heretofore the only Councils, that is groups of associations meeting to discuss common problems of their particular concern, were in Calgary and Edmonton. The federation confidently hopes that other regional councils will be formed in the near future.

REPORT OF THE SUPERVISOR OF INDUSTRIAL ARTS

(A. P. TINGLEY)

A survey of the past year's activities in the Industrial Arts area brings to light three factors of major importance:

(a) The growing realization on the part of many School Boards that their responsibility carries with it the obligation to provide the accommodation and equipment necessary to make possible the offering of types of programmes other than the purely academic. It is encouraging to encounter this attitude and those Boards who have crystallized their concepts of the value of a diversified program to the point where definite action has followed, through either expanding present facilities or opening new centres, are to be congratulated upon their vision and foresight.

(b) The setting up in the Faculty of Education, University of Alberta, of a training programme for Industrial Arts instructors leading to the degree of B.Educ. This is a progressive educational development and, since it is the only University in Canada offering such a programme, it again marks Alberta as taking the lead in educational progress.

Industrial Arts teachers desiring to secure a degree, majoring in their own particular field, have hitherto found it necessary to attend an American Institution. This opportunity is now available in Alberta, and the impact of this development will inevitably be reflected in the type of instructional services provided by those who have participated in this program.

(c) The revision of the programmes in Industrial Arts and Technical Electives. Such a revision was considered necessary in order that the programme might be made more definite in its applications and better suited to serve the needs of students in rural areas.

It was also deemed advisable to bring it in line with modern developments in Industry and Science. This involved a considerable amount of research work, the defining of policies, the organization of committees in various parts of the Province, and the compilation of reports arising from committee meetings.

While the purposes of the program in the Intermediate school area are "Educationally Social" rather than "Vocationally Economic," in the High School area increased emphasis is directed towards the "Vocationally Economic" aspect without abandoning the "Educationally Social" implications. It is planned to have the programme ready for use in the fall term of 1946.

Since thanks are due to those instructors who either through attendance at meetings or by way of personal contributions, rendered valuable assistance in its preparation.

GENERAL

A considerable number of Instructors have secured their discharge from the Armed Services during the past year. A few of these have secured positions on school staffs, and nineteen others have enrolled in the Industrial Arts training program set up by the University of Alberta. It is worthy of mention that these young men, after several years in the Armed Services, where they were afforded the opportunity through participation, observation and training, to evaluate in terms of practical application, the results of recent developments in Industry and Science, bring to their tasks a fresh outlook and a renewed conviction regarding the importance of providing youth with a diversified programme of education.

The policy instituted in 1944, of circularizing, from time to time, all shop instructors with material designed to prove useful as instructional aids, has been continued.

SAFETY

Realizing that the best way to prevent accidents is to prevent circumstances arising that would tend to invite them, and that the responsibility of instructors with reference to safety should not be confined to shop activities alone, but should include efforts to establish safety habits in all areas of the community, safety habits have been stressed.

Through the hearty co-operation of Mr. E. E. Owen, Safety Supervisor, Workmen's Compensation Board, we have been enabled to secure and place in all shops, coloured posters of an outstanding character, emphasizing certain essential elements of safety.

STATISTICS

As at December 31st, 1945, 162 shops were in operation at 97 centres. Fifty-eight of these shops were on circuits served by travelling instructors.

Ninety-four instructors were employed, 55 of them providing full time instruction and 39 part time.

Fifteen new centres were opened during the year and 6 centres reopened that had not been in operation the previous year. The unit registration in General Shop and shop subjects (including Group "C" options) was approximately 8,000.

In addition to 9 organization visits, 79 shops were visited during the year and 79 reports, based upon these visits, were submitted, relative to the accommodation, equipment, program interpretation, organization and teaching techniques.

In addition to office duties and regular field work, a number of school board meetings, conventions and 10 curriculum revision meetings were attended.

The year 1946 should witness a steady expansion since many Boards are only awaiting the release of the building supplies and equipment necessary to implement their plans. It is both stimulating and encouraging to encounter the sincere devotion to duty and the splendid spirit of co-operation evidenced by instructors throughout the Province.

REPORT OF SUPERVISOR OF HOME ECONOMICS

(MISS JEANNETTE HINMAN)

The momentous world events of 1945 have left their mark on Home Economics activities in Alberta during the year 1945. The scarcities of teachers and equipment will be remedied in time, but the changes in attitude and outlook which have been engendered by the world struggle will have a permanent effect on the future of Home Economics education. The importance of practical knowledge and its application to life, especially in the field of nutrition, has been fully demonstrated.

PROGRAMME OF STUDIES

During the year a tentative programme was prepared for the Home Economics I and II options of the regular High School programme. At the present time this outline is being experimented with by five teachers in the Province. By the end of the school year it is hoped that a programme will be compiled which will meet the needs of Alberta students in this changing world.

TEACHER TRAINING

The University of Alberta has undertaken responsibility for the training of all teachers in the Province. Special courses for Home Economics teachers are being prepared. In the past the Home

Economics courses offered at the University were meant primarily for those graduates who were interested in the commercial or dietetics phases of nutrition. It is a pleasure to observe that at long last the training of Home Economics teachers has become an integral part of the teacher training scheme. The future of Home Economics teaching in Alberta depends on the personal and academic qualifications of its teachers.

At present there are nine teachers engaged in the work with just one Summer School's training in Home Economics. There is a grave danger of Home Economics in our schools losing prestige because the teachers are not qualified to carry on a practical programme adopted to meet the needs of the pupils. The number of qualified teachers, will, no doubt, increase when normal conditions return.

EQUIPMENT AND ACCOMMODATION

Very few of the present schools in Alberta were originally planned with Home Economics teaching in mind. As a result, the homemaking centre, an afterthought, is usually tucked away in a corner of the basement which is altogether too small for the number of girls in the class. Most school boards realize the inadequacy of this arrangement, but until building materials, and money to buy them, are available, the teachers are carrying on to the best of their ability with much poor accommodation and equipment.

At least two centres opening this fall have been unable to purchase sewing machines, and one centre, hoping for an electric stove and reluctant to spend money on a coal range in the meantime, is carrying on with no cooking facilities. With the cessation of hostilities comes hope that soon all equipment will be available in any quantity desired.

HOME ECONOMICS CENTRES

It is encouraging to note that the number of Home Economics centres has increased during the year. The following table shows the changes.

	Dec. 1944	Dec. 1945
Home Economics Department's in operation	104	128
No. of teachers on circuits	10	15
No. of centres on circuits	36	52
New centres opened	12	8
Centres closed which reopened	7	16
Centres where instruction was discontinued because of lack of teacher	21	11
No. of full time teachers	42	48
No. of part time teachers	36	32
Total number of teachers	78	80
REGISTRATION IN HOME ECONOMICS—1944-45		
Intermediate—VII	2,018	1,862
VIII	2,735	2,402
IX	1,982	2,246
	<u>6,681</u>	<u>6,310</u>
High School—Fabrics and Dress	160	156
I	41	77
II	8	20
III	121	115
Homemaking	49	68
I	8	20
II	642	606
III	230	148
Home Economics	353	362
Needlework	<u>1,616</u>	<u>1,567</u>
GRAND TOTAL	8,297	7,877

The decrease is due largely to the number of centres closing. Totals for 1945-46 are expected to be much higher.

It is a surprising fact that, as a whole, the city pupils have little opportunity to study Home Economics on the High School level.

In Edmonton, Victoria High and University High Schools offer Home Economics I only, and that to a limited number of pupils.

In Calgary, Western Canada High School is the one school offering Home Economics on the High School level, and in this school the Group "C" Technical options are the only ones offered. As these subjects are 8 or 10 credit subjects, no student interested in an academic programme is able to include them in his or her list of activities. The same observation applies to Medicine Hat.

In Lethbridge, Home Economics is offered on the Grade VIII and Grade IX levels only. The proposed Vocational school for Lethbridge should improve the situation there.

Some Home Economics training should be available to all students, not just to the pupils who are interested in Home Economics from a standpoint of earning a livelihood in the business world, or to the pupils who are considered too poorly equipped mentally to study other subjects.

During the year 20 organizational visits were made to Home Economics Departments which were just beginning operations, or were reopening with inexperienced teachers. Seventy-eight Home Economics departments were visited and reports submitted on the teacher and equipment. Twenty-four additional supervisory memoranda were also submitted.

The local School Boards and the Officials of the Department of Education are most co-operative in their attitude toward Home Economics teaching in the Province. Future expansion in this field is anticipated.

ANNUAL REPORT EXAMINATIONS BRANCH, 1945

A—TESTS FOR VETERANS

With the return of the veterans from the war there was an increase in the volume of work in connection with academic examinations and transcripts of high school records. The Examination Branch performed the clerical work in printing, storing, and shipping test papers for ex-servicemen attending Pre-Matriculation Schools. To December 31, 60 different test forms have been prepared.

B—TRANSCRIPTS

During the year 1945 there was a greatly increased demand for transcripts of high school records. A total of 9,804 transcripts were released from the Examinations Branch over the 12 month period. The table below reveals the number issued each month:

January	604	July	497
February	401	August	1,183
March	808	September	2,094
April	760	October	1,177
May	597	November	678
June	469	December	536

C—GRADE XII EXAMINATIONS

The Grade XII July examinations were marked by a staff of 113 sub-examiners under the supervision of High School Inspectors

D. M. Sullivan and H. C. Sweet. The distribution of 26,162 answer papers according to subject was as follows:

English 3 Literature	3,722	Chemistry 2	2,491
English 3 Language	3,731	Physics 2	1,568
Social Studies 3	3,642	Latin 3	358
Algebra 2	2,063	French 3	1,359
Trigonometry & A. Geometry	1,837	German 3	8
Biology 2	1,758		

The following table gives the number of candidates for the Departmental Grade XII Examinations during the past seven years:

Year	1939	1940	1941	1942	1943	1944	1945
Number of Candidates	7,155	7,230	7,030	6,256	5,244	4,950	5,384

Appeals for re-marking Grade XII examination papers were received from 398 students. In all 517 papers were re-read.

Grade XII Supplemental Examinations were held in August. A total of 1,723 candidates submitted 2,784 papers.

The following table gives the number of Grade XII High School Graduation Diplomas issued during the past six years:

Year	1940	1941	1942	1943	1944	1945
Number of Graduates	2,272	2,400	2,230	1,992	2,047	2,149

D—GRADE IX EXAMINATIONS

The Grade IX papers were marked by a staff of 137 sub-examiners under the supervision of Superintendents C. H. Robinson and W. E. Hodgson.

Students were given general category gradings of A, B, C or D. The following table shows the distribution of gradings among the 10,220 candidates writing the Grade IX Examination:

Category	Cities, Towns and Villages		Rurals		Total for Province	
	Number	%	Number	%	Number	%
A	2698	35.88	784	29.29	3482	34.07
B	2501	33.28	893	33.03	3394	33.21
C	1692	22.52	645	23.85	2337	22.87
D	625	8.32	382	14.13	1007	9.85
Total	7516	100.00	2704	100.00	10220	100.00

TABLE SHOWING NUMBER OF CANDIDATES AND WRITING CENTRES FOR GRADE IX EXAMINATIONS

Year	1939	1940	1941	1942	1943	1944	1945
No. of Candidates	9,431	9,869	9,600	9,772	9,199	9,703	10,220
No. of Writing Centres	1,665	1,493	1,757	1,737	1,515	1,444	1,360

TABLE SHOWING GRADE IX CATEGORY GRADINGS

Category	1942		1943		1944		1945	
	No.	%	No.	%	No.	%	No.	%
A	3099	31.7	3020	32.8	3183	32.8	3482	34.1
B	3467	35.5	3220	35.0	3363	34.7	3394	33.2
C	2105	21.5	1956	21.3	2001	20.6	2337	22.9
D	1101	11.3	1003	10.9	1156	11.9	1007	9.8
Total	9772	100.0	9199	100.0	9703	100.0	10220	100.0

E—NON-EXAMINATION SUBJECTS OF HIGH SCHOOL PROGRAMME

Confidential Reports covering non-examination subjects of the High School Programme were submitted to the Department by the Principals. Results in non-examination subjects were issued by the Department of Education and were mailed direct to the students. Copies of results were supplied to School Districts and Divisional Board Offices.

Certificates of credits have been issued as indicated below:

Year	1941	1942	1943	1944	1945
Grade XII	5,793	5,204	4,219	3,649	4,169
Grade XI	5,730	5,977	5,366	5,355	5,724
Grade X	6,773	6,829	6,388	6,663	7,255
Special One Year Commercial	118	78	44	11	10
	18,414	18,088	16,017	15,678	17,158

F—MUSIC

(a) Western Board:

Arrangements were made by the Examinations Branch for the examinations of the Western Board of Music. The examinations in Theory were written in February and May at the following centres:

	I	II	III	IV	V
Andrew					1
Edmonton			1	2	3
Orion	8	3			
Total					18

Mrs. Jessie Kennedy of Rimbey examined the following candidates in Pianoforte:

	I	II	III	IV	V	VI	VII
Edmonton	4	1	3	7	1	2	3
Fleet					1		
Total							22

The following table shows the progress of the Western Board of Music over a period of nine years:

Year	Number of Practical	Candidates Theoretical	Total
1937	6	3	9
1938	11	8	19
1939	26	9	35
1940	27	29	56
1941	37	43	80
1942	41	29	70
1943	30	11	41
1944	24	18	42
1945	22	18	40

Beginning 1946 the Music Division of the University of Alberta will assume responsibility for administration of examinations of the Western Board in Alberta. There is already evidence of greater interest in the Western Board examinations.

(b) Credit for Private Study of Music:

The Department of Education recognizes for credit certificates and diplomas of principal Boards conducting examinations in Music in the province. In 1945 there were 320 evaluations of documents from recognized examining Boards of Music.

G—SCHOOL CREDITS FOR CADET TRAINING

High School credits were granted on Cadet Training where the requirements were met in the matter of pre-requisite standing and instruction hours, provided the instruction offered was approved by the Provincial Officers Commanding.

	NUMBER OF SCHOOLS REPORTING CADET ACTIVITIES			Total
	Military	Air	Sea	
1943	26	22	8	56
1944	61	68	11	140
1945	63	56	11	130

H—CLASSIFICATION OF HIGH SCHOOLS

Principals of high schools submit to the Department on the Form A card information concerning organization of the high school. The table below gives the number of schools offering the type of instruction indicated:

Type of Instruction	1943	1944	1945
Including Grade XII	282	256	270
Including Grade XI but no higher	184	173	135
Including Grade X but no higher	121	127	129
Special one year Commercial	6	3	1
Group C Technical	3	2	3
Group B Commercial	25	33	28
Total Number of Schools in 1943			587
Total Number of Schools in 1944			556
Total Number of Schools in 1945			534

I—EVALUATION OF DOCUMENTS OF HIGH SCHOOL STUDENTS
ENTERING ALBERTA

British Columbia	121	Nova Scotia	8
Saskatchewan	157	Prince Edward Island	1
Manitoba	36	U.S.A.	18
Ontario	52	Schools of Agriculture	23
Quebec	10	Others	4
New Brunswick	1		
		TOTAL	431

REPORT OF BOARD OF TEACHER EDUCATION
AND CERTIFICATION

(R. V. BELLAMY)

The Board of Teacher Education and Certification was constituted by Order-in-Council No. 6-45, following the transfer of teacher training from the Normal Schools to the University of Alberta. The Board consists of thirteen members, five from the Department of Education, five from the University of Alberta, and three from the Alberta Teachers' Association.

The first members were: Dr. H. C. Newland, Dr. W. H. Swift, Mr. D. M. Sullivan, Mr. A. P. Tingley, Mr. C. H. Robinson, Dr. M. E. LaZerte, Mr. G. F. Manning, Dr. H. E. Smith, Dr. A. J. Cook, Dr. John Macdonald, Mr. J. W. Barnett, Dr. C. Sansom, Mr. John Burke.

Dr. Newland was Chairman of the Board until his retirement from the Department of Education, after which Dr. W. H. Swift became the Chairman. Mr. M. L. Watts, Director of Curriculum, was appointed to the Board and Mr. H. C. Melsness succeeded Dr. Sansom as a representative of the Alberta Teachers' Association.

The Board has extensive powers and duties, among which are making recommendations on the following matters:

- (a) the training of teachers,
- (b) appointments to the Faculty of Education,
- (c) Certification of teachers, and the suspension or cancellation of certificates,
- (d) all matters relating to the professional education of teachers, or touching the prestige and welfare of the teaching profession.

The first meeting of the Board was held on January 18th, 1945, and three other meetings were held during the calendar year, in addition to meetings of the Executive Committee.

At the first meeting Dr. LaZerte presented a general outline of programs of training for the several classes of certificates. At the second meeting by-laws were passed which were subsequently

confirmed by Order-in-Council, and further consideration was given to the Bachelor of Education programs, and to the agreement between the Department and the University of Alberta. In May, approval was given to material concerning the teacher training program for publication in the Faculty of Education Calendar.

It was agreed that a short course of training would have to be offered in 1945-46 for a War Emergency Certificate on account of the shortage of teachers.

At the final meeting held in September consideration was again given to the shortage of teachers, and a regulation was approved permitting holders of the Elementary and Intermediate School Certificate to teach Grade XI subjects under certain conditions, and the teaching of Physical Education 2 was also dealt with. Dr. LaZerte reported on the Bachelor of Education Degree in Industrial Arts and in Agriculture and said provision had also been made for a Bachelor of Education Degree in Music. A committee was appointed to draft new regulations in regard to teachers' certificates.

CERTIFICATES ISSUED DURING THE YEAR 1945

Certificates	Alberta	Other Provinces	British Countries	Other Countries	Totals	Grand Total
(a) Interim Certificates:						
High School Class:						
Alberta	21					
(including 2 re-issued, 2 married)						
British Columbia		1				
Saskatchewan		2				
Ontario		1				
					25	
Junior High School Class:						
Alberta	11					
(including 7 re-issued)						
British Columbia		1				
Saskatchewan		1				
Manitoba		1				
					14	
Elementary and Intermediate Class:						
Alberta	466					
(including 399 re-issued, 59 married)						
Saskatchewan		7				
Manitoba		1				
Nova Scotia		1				
England			2			
					477	
Second Class:						
Alberta (married)	11				11	
						527
(b) Permanent Certificates:						
High School Class:						
Alberta	52					
(including 21 re-issued, 3 married)						
Junior High School Class:						
Alberta	13					
(including 11 re-issued, 1 married)						
First Class:						
Alberta	50					
(including 47 married, 1 "Change of Name")						
Elementary and Intermediate Class:						
Alberta	382					
(including 21 re-issued, 47 married)						
Second Class:						
Alberta	35					
(including 29 married, 2 "Change of Name")						
					532	532
	1041	16	2		1059	1059

N.B.—The above table includes in its Alberta list 461 certificates re-issued to teachers who qualified for certificates of a higher class than that originally granted to them; 188 re-issued on account of change of name through marriage; 3 re-issued on account of "Change of Name".

Students holding the High School Diploma who completed the three months' course of training at the 1944-45 Normal School session were granted the War Emergency Certificate upon the recommendation of the Normal School principal. Students entering with 85 credits or more, who completed the six and one-half months' course, qualified for the High School Diploma and the War Emergency Certificate upon the recommendation of the Normal School principal. The War Emergency Certificate may be replaced by the Elementary and Intermediate School Certificate on completion of further professional courses. Letters of Authority were also issued to persons whose academic and professional training were satisfactory to the Department, this action being taken to alleviate in some degree the acute teacher-shortage.

War Emergency Certificates issued	445
(including 14 married)	

Letters of Authority issued	179
-----------------------------	-----

Special Certificates have been issued as follows for the teaching of Art, Music, Dramatics, Physical Education, Shop Subjects, Home Economics, Bookkeeping, Typewriting, Stenography, and Commercial Subjects. Qualifications for these special certificates may be obtained by courses taken at Summer School, at the University, or other recognized institutions.

(c) **Special Certificates:**

Senior Certificate	25
Junior Certificate	249
Interim Junior Certificate	1
Kindergarten-Primary Certificate	11

Total	286
-------	-----

REPORT OF THE CORRESPONDENCE SCHOOL BRANCH

(G. F. BRUCE, *Acting Director*)

As was intimated in the Director's report for 1944, the great increase in enrolment during the autumn of 1944 necessitated a sustained increase in instructional and clerical staff until the summer of 1945. As had been done on previous occasions, arrangements were made with the Examinations Branch to have nearly twenty of our temporary instructors assist them during their rush season. By making this arrangement it was possible for us to obtain the services of these experienced teachers again in the autumn. In fact, the scheme seems to work very satisfactorily for all concerned.

Not until September did it become generally known that this Branch would be called upon to render still greater assistance in providing educational facilities to pupils attending a school in which no qualified teacher was engaged. Since September 1, 294 of these "supervised centres" have been established, 13 of which have succeeded in obtaining the services of qualified teachers. To meet the requirements of this great number of schools, this branch was called upon to produce and distribute all lesson material required for more than 4,675 pupils of Grades I to VIII. This increase in printing requirements, together with the additional clerical shipping, stenographic, and instructional staff, accounts for the decided and sudden increase in the operational costs of this Branch.

As no definite estimate of the number of sets of lessons required could be made, considerable delay was experienced in obtaining certain materials. Although the inconvenience caused was quite unavoidable this year, every effort is being put forward to have sufficient lesson material on hand to eliminate such disappointment and confusion next year. However, considering the hundreds of thousands of sheets of paper handled in so short a space of time, the members of the staff merit a special word of commendation for the work accomplished during the past year.

In the spring of 1945, the Correspondence School Branch was moved from the Terrace Building to the Public Works Building. The actual floor area obtained was slightly less than that which

we had before. However, as it permitted better use of the space, the Correspondence School Branch was quite comfortably situated until the early autumn. Thanks to the vigilance of the Minister of Education, when many qualified teachers had to be added to the instructional staff, additional space was found. The stock room is now on the ground floor and the great deal of handling of heavy bundles has thus been reduced to a minimum.

Radio services of the Correspondence School Branch has been extended. Definite talent in the writing and production of educational radio programmes is to be found among the members of the staff. Very acceptable programmes in English, Music, Current Topics, Vocations, and Science have been given this autumn, Mondays through Fridays, at 8:15 p.m. Radio Station CKUA has co-operated splendidly and has encouraged some writers to feel that their productions might be quite acceptable on C.B.C. programmes. Investigations indicate an increase in interest on the part of students, teachers, and the general listening public.

From the standpoint of service and economy perhaps the most outstanding innovation of the year was the use of the open-window envelope with a reversible address card—a different color for each section—elementary, intermediate, and high school. This has been in use for over a year and has won the unstinted praise of postal authorities and business firms. Its use has enabled us to reduce the staff of the administrative section by one typist, and also permits the more rapid handling of lessons.

The Correspondence School Branch has exercised every care to avoid engaging teachers who would otherwise be likely to teach in the classroom. In the autumn when more than twenty qualified teachers were added to the staff, no fewer than 14 wives of returned men who are attending university were engaged. These are on the temporary staff, but are rendering splendid service in this emergency.

The entire staff has rendered loyal and faithful service and has always kept in mind the needs of our less privileged students. Every effort is being put forth to have a stock of lessons to meet the needs of any applicant promptly. Furthermore, the Branch aims to return the corrected lessons within a period of three or four days from when they are received in this office.

Following this general report are tables and statements pertaining to work of each section of the Branch.

ELEMENTARY SECTION

The work of this section has been efficiently supervised by Miss Sadie K. Robinson. Commencing September 1, 1945, all registrations are recorded by one clerk. The elementary section system was brought into line with that of the intermediate and high school sections. It is therefore difficult to present detailed comparative tables on the form used in the 1944 report.

TABLE I

Total enrolment Gr. I-VI, 1944	4198
Total enrolment Gr. I-VI, 1945	4770

TABLE II

Net enrolment carried forward December 31, 1944	3283
Net enrolment carried forward December 31, 1945	4429

TABLE III

Total number of supervised centres in school year 1944-45	209
Total number of supervised centres in school year 1945-46 to Dec. 31, 1945	294

While the figures do not indicate a very large increase in the elementary enrolment over the previous year, it is clear that the number of schools which have failed to obtain the service of qualified teachers is much greater than that of a year ago. In consequence of this fact, the enrolment carried over to the next year is much higher than it was last year, and the number of lessons submitted for correction is much greater in relation to the total enrolment in the autumn of 1945 than was the case in the corresponding period in 1944.

With regard to supplies sent out, it might be noted that a complete set of lessons for each grade in a supervised centre was sent out for the use of the supervisor. If each centre had one or more pupils in each grade from one to six, the total number of courses provided to supervisors would therefore approximate 1,800.

INTERMEDIATE SECTION

Miss Ethel C. Hopkins, Supervisor of this Section, continues to handle matters coming under her jurisdiction in a very acceptable manner.

Some increase in total registrations in intermediate grades is indicated in the following table.

TABLE IV

Total enrolment in the Intermediate Section:

School Year	1944-45	1945-46—Sept. to Dec. 31, 1945
Grade VII	447	504
Grade VIII	424	552
Grade IX	547	563
	<u>1418</u>	<u>1619</u>

It might be noted in the work of this section also that more lessons are being done this year than last year, and fewer pupils have returned to classroom instruction.

The results of the Grade IX Departmental Examinations show that the attainment of correspondence pupils compares very favourably with that of classroom students in the province.

Of the 234 students recommended as candidates for the Departmental Examinations, 70 students took only the non-examination subjects by correspondence. For this reason their records are with the local schools and are not shown in Table V.

The results obtained by the 164 students registered in either complete programmes or in all of the examination subjects are shown in column 1 of Table V; the percentage of grading in column 2, and the percentage of gradings for rural schools of the province in column 3.

TABLE V

Category Gradings	Correspondence Students	Rural Schools of Province	
	Number of Students	%	%
A	49	31.41	28.99
B	54	34.62	33.03
C	44	28.21	23.85
D	9	5.76	14.13
	<u>156</u>	<u>100.00</u>	<u>100.00</u>
Students who did not write:	8		
	<u>164</u>		

Miss Ida Sheehan, Correspondence School student from Grand Centre (in Bonnyville School Division No. 46), was awarded one of the Home and School Scholarships for outstanding attainment in

the Grade IX Departmental Examinations. Three students ranked as "runners-up" for the Governor General's Medal, awarded in each school division to the student making the highest score in the Grade IX Departmental Examinations.

HIGH SCHOOL SECTION

The student enrolment in high school is somewhat lower this year. At December 31, 1944, 2,772 students were enrolled; at December 31, 1945, 2,523 students were enrolled.

During the year a few important changes in regulations have been made. High School students are now required to submit for correction every lesson of a course in a non-examination subject, before they write the final test and become eligible for recommendation for credits. However, students may write the final test at any time during the year. They may, if they so desire, continue to submit lessons during the summer months. As a result of this last-mentioned arrangement, over one hundred additional courses were completed, tests were written, and recommendations made for credits to be granted. The scheme is of benefit not only to the students, but also to the Correspondence School Branch, as it tends to spread the marking load over a wider period of time.

As indicated on the following table, academic attainments remain fairly satisfactory.

Total number of non-examination subjects taken	Total number of passes	Percentage of enrolled who successfully completed courses	
1942-43	4,890	1,995	40.8
1943-44	4,182	2,081	49.7
1944-45	3,358	1,589	47.3

Of those who completed the total number of lessons of a course and wrote the final tests, well over 90% were successful in meriting gradings. Of those who failed to complete their work before Sept. 30, nearly 200 have already re-registered with a view to completing their courses during the school year 1945-46.

In the school year 1944-45, 1,203 courses in Grade XII examination subjects were applied for. A slightly higher percentage of these students completed the courses and successfully wrote the examinations. It is clearly evident that the courses prepared by the Branch cover the work prescribed thoroughly, for out of a total of 531 candidates for the Grade XII examinations 461 were successful. This represents an 86.8 percentage.

Before concluding this report I wish to express on behalf of the Correspondence School Branch our sincere appreciation of the co-operation on the part of the superintendents, officials of the Department of Education, high school inspectors, the staff of the Department of Public Works, CKUA, and many others.

REPORT OF THE SECRETARY OF THE DEPARTMENT OF EDUCATION

(J. F. SWAN)

A.—EDUCATION OF DEAF AND BLIND CHILDREN

Deaf and blind children of school age resident in the Province were sent, as in previous years, to schools providing special facilities

for the training of such children. The table below shows the number of children enrolled at each institution and the total enrolment during each term.

Institution	Number in Attendance	
	June Term	Dec. Term
MacKay School for Deaf (Montreal)	40	40
School for Deaf Girls (Montreal)	3	2
School for Deaf Boys (Montreal)	3	2
School for Deaf (Saskatoon)	12	15
School for Deaf and Blind (Vancouver)	3	3
Ontario School for Blind (Brantford)	20	20
Nazareth School for Blind (Montreal)	1	1
Totals	82	83

Of the 83 pupils in attendance at the time of preparation of this report, 62 are deaf and 21 are blind. Six are attending special schools for the first time.

The Department pays tuition and maintenance charges at all schools listed above, and provides escorts for children travelling to and from schools in Ontario and Quebec.

The total amount expended on behalf of deaf and blind children during the fiscal year ended March 31, 1945, was \$41,706.85.

The Secretary of the Department accompanied the 44 deaf children who went to Montreal early in September. Visits were made to all the schools attended by Alberta children in Montreal, and to the Ontario School for the Blind at Brantford, Ontario. A favourable report on conditions in all these schools was submitted to the Minister.

B.—SPECIAL CLASSES

The Department pays a grant to assist town and city districts with the operation of special classes for children who are mentally subnormal and for children who have serious visual defects. The grant for each class is one half of the salary paid to the teacher, whose special qualifications must be approved by the Minister. The table below gives information about such classes in operation in the Province during 1945:

School Board	Nature of Class	Enrolment	Grant Paid
Edmonton Public School	Sight-saving (1 class)	11	\$ 1,118.74
	Sub-normal (5 classes)	66	4,837.99
Calgary Public School	Sight-saving (1 class)	15	1,125.00
	Sub-normal (5 classes)	85	5,487.04
Calgary R.C. Separate	Sub-normal (1 class)	16	712.49
Medicine Hat Public School	Sub-normal (1 class)	16	838.33
Totals	14 classes	209	\$14,119.59

C.—ORGANIZATION

In addition to the 14 new school districts established during 1945, very considerable areas of previously unorganized territory were added to districts already in existence. The largest additions were made to districts in St. Mary's River School Division No. 2 and in Berry Creek School Division No. 1, but a total of 9 school divisions and two consolidations shared in these inclusions.

D.—SCHOOL DISTRICT AND SCHOOL DIVISION ACCOUNTING

A new Auditor's Report Form for all school districts and school divisions was put into use at the end of 1944 and has been revised for purposes of 1945 audits. Budget Report Forms are ready for distribution, and Requisition Forms are in preparation. It is hoped that the use of these forms may encourage uniformity of accounting practices and may facilitate the drawing of statistical information from reports submitted by secretaries and auditors.

Twenty-nine official auditors were appointed during 1945. No shortages were reported in the accounts of school boards.

REPORT OF SCHOOL BUILDINGS BRANCH

(ARCHITECTURAL BRANCH, DEPARTMENT OF PUBLIC WORKS,
TECHNICAL ADVISERS)

(E. CHORLEY, *Manager*)

The value of school buildings work for 1945 has shown a marked advance over that of 1944, due, chiefly, to the increased costs of labour and material. Minor repairs, alterations, additions and improvements were also more extensive during the current year.

Total value of building work for 1945 amounts to \$1,093,289.75, indicating an increase of \$205,839.48 over the previous year.

Approved building projects, including new buildings, repairs and renewals, additions, residences, dormitories, barns, etc., during the year 1945 were as follows:

Buildings Erected by Department Plans:

PLAN	No.	Amount
L.C.F.-38—Foreman and local labour	9	\$ 31,838.90
L.C.F.-38—Foreman and voluntary labour	4	8,850.90
L.C.F.-38—Contract	1	3,755.23
L.C.F.-38 & 38A—Foreman and local labour	1	3,366.18
L.C.F.-E.W.4—Foreman and local labour	1	1,170.74
L.C.F.-38 & S.P.1469—Foreman and local labour	1	2,999.99
A.N. 11-39—Foreman and day labour	1	2,600.00
B.E. 10-43—Foreman and local labour	1	2,571.37
B.E. 10-43—Contract	1	5,150.00
C.E. 20-38—Foreman and local labour	1	4,871.00
E.E. 12—Foreman and local labour	3	36,933.82
E.E. 13—Foreman and local labour	1	5,109.38
E.N.S. 6-39—Labour by contract	1	10,355.33
E.N.S. 2-40—Foreman and local labour	1	6,059.05
E.N.S. 4-40—Foreman and voluntary labour	1	6,915.16
E.N.S. 13-44—Foreman and local labour	1	5,602.90
Temporary classroom, timber foundation, prefabricated hut	1	1,178.55

BUILDINGS, ADDITIONS AND ALTERATIONS ERECTED BY SPECIAL PLANS:

New Schoolhouses		No.	Amount
One Room			
One room frame school	1	\$ 1,255.04	
Private school, one room, full basement	1		
Two Rooms:			
Frame and stucco school, full basement	1	8,907.88	
Two room school, full basement	1	7,900.46	
Four Rooms:			
Four rooms with Library, Activity rooms, etc, non-basement	1	7,318.55	
Four roomed school, gymnasium and auditorium	1	28,592.00	
Six Rooms:			
Six roomed school, typing room, full basement	1	39,018.33	
Eight Rooms:			
Frame and stucco, full basement	1	55,000.00	

Additions and Alterations		
One room addition, full basement		\$ 4,582.25
Addition of workroom		528.75
Addition of one classroom		693.66
One room addition, full basement		7,177.43
One room addition		5,904.12
One room addition		4,851.95
Addition of classroom		5,588.35
Addition of new classroom		3,926.36
One room addition		861.57
One room addition		3,095.98
Two room addition with full basement		25,133.44
Two room addition with full basement		2,571.37
Addition classroom and science room		4,825.00
Two room, frame and stucco addition, full basement		4,065.00
Two room, frame and stucco addition, part basement		4,941.15
Two room addition with full basement		12,000.00
Addition of two classrooms, full basement		5,041.75
Two room addition, full basement		8,477.36
Addition two classrooms, full basement		8,743.20
Addition of two classrooms		3,827.00
Two room addition		2,802.65
Addition of two classrooms		8,333.60
Two room addition, full basement		10,325.00
Alterations to school		7,389.36
Installation of a full basement		4,213.57
Addition, renovation and full basement		5,250.00
Addition to existing school		5,000.00
		Cost of
		Teacherages
Number of newly erected teacherages	87	\$ 99,175.59
Number of teacherages purchased	41	31,657.48
Erection of barns, ice houses, sheds, privies, garages, shop buildings, etc.		53,703.15
Repairs, improvements, alterations, additions, moving, etc. of school buildings		362,473.49
Nine Dormitories erected		85,171.32
One Dormitory purchased		13,638.99
School Buildings destroyed by fire:		
9 Schools, 2 Barns, 1 Teacherage, 1 Workshop and 1 small Dormitory.		
Total Value of School Buildings Work for 1945		\$1,093,289.75

REPORT OF THE SCHOOL-BOOK BRANCH

(WILLIAM H. NOBLE, *Manager*)

It is now thirty-one years ago since the Branch began its career of service to the children, school boards and teachers of this Province. It is our policy to co-operate with every educational agency to the end that young people in Alberta may have the greatest assistance in developing tastes and habits in reading which it is possible for us to provide.

This Branch of the Public Service is run on a strictly commercial basis and is entirely self-supporting, meeting out of profits all cost of operation such as salaries of staff, rent, insurance, interest on capital invested by the Provincial Government and sundry expenses. Having in mind these fixed charges, the policy of the Branch is to sell as cheaply as possible and maintain a standard price all over the Province. The Government has no desire that the school-book business shall become a revenue producing agency, only that profits and operating expenses shall break even. The financial portion of this report is based on the Provincial Auditor's statement of April 1, 1945, which appears in the Public Accounts and covers the fiscal year 1944-45.

The gross business for the twelve months from April 1, 1944 to March 31, 1945, was \$326,777.51, the greatest volume of sales in any one year since the Branch was established. Comparing this with

the preceding year the increase of sales amounted to \$60,668.31. Sales made over the counter at the Branch to school boards, teachers and dealers amounted to \$70,223.85 and must be considered a portion of the net receipts of \$326,777.51.

This business included the sale of text-books, books for school libraries and reference books for students and teachers. All books prescribed for students in the Public and High Schools, Vocational Training Classes, Commercial Schools, Technical High Schools and Normal Schools are, under normal circumstances, available at all times. During the year under review there were unforeseeable delays due to inability of the publishers to get either paper or labor or both. As in other years distribution is made through local book-sellers, of whom there are about 300 in widely separated points over the Province. A very pleasant relationship exists between this office and the school-book dealer, mainly for these reasons; (1) the dealer is amply protected by the arrangement whereby he may return unsold stock; (2) he is assured prompt and co-operative service on the part of the Branch.

The Department's policy in the purchasing of text-books is to obtain books published in Canada or books of foreign origin distributed through Canadian agents. Approximately 93 per cent of our stock is supplied through Canadian publishers. For some years now great difficulty has existed in the importation of books from Great Britain, brought about by the disruption of the printing industry and the embargo on shipping space. Purchases during the year amounted to approximately three quarters of a million volumes representing an outlay of \$295,590.32. The freight, express and cartages on incoming shipments cost \$15,011.63. We have continued the policy of selling direct to school boards on the same terms as to the local merchant, providing they were willing to pass the saving thus brought about on to the student.

Advantage was taken at Teachers' Conventions in all parts of the Province of the opportunity to display samples of books carried in stock and in this way valuable contacts were made with teachers. Travellers tell us that this Branch has probably the most up-to-date and complete educational list available in Canada. In any case business comes to us from all parts of the Dominion. The Mail Order Department, during the past year, has shown a great increase in business. Over \$80,000.00 came through the mail from individuals for small orders of text-books and books of reference.

All educational institutions in the Province, such as Private Schools and Colleges, Dominion Department of Public Printing and Stationery at Ottawa (for the use of Indian Schools under their jurisdiction) Agricultural Schools, Correspondence School students and many city and town Public Libraries, have found it to their advantage to procure their books through this Branch.

The establishment of the large units or divisions has greatly improved the library facilities of the schools. In some cases the number of library and reference books for the use of students has been more than doubled. Superintendents and Divisional Boards have, without exception, long range and progressive policies as regards School Libraries.

For the past years our list of titles has been increasing, necessitating more space to accommodate the ever increasing stock and staff to carry on business satisfactorily. The Government found it necessary to move the entire establishment to more commodious premises. The Branch is now located in the Public Works Building. Here we have a very attractive show room and space for stock and personnel, which adds greatly to efficient organization. Although we are some distance from the heart of the city, teachers in search of material are finding their way to our new location.

Our business with booksellers, who, in the main, carry the authorized text-books, only amounted to approximately \$90,000.00. Books purchased by School Boards, the cost to be deducted from the school grant, amounted to a total of \$62,000.00. Many School Boards remit cash with their orders. The three busiest months in the year September, October and November showed a total turnover during that period of approximately \$120,000.00.

The increase in the total business for the year was brought about, in part, by the introduction of new readers for Division One (Grades 1-3). This new series of readers suggested workbooks for the students which proved to be very popular with students and teachers alike, thousands of these inexpensive workbooks being in demand.

For some considerable time there had been some dissatisfaction with the readers authorized for use in Divisions One and Two. The committee charged with the selection of a series of readers to replace the Highroads to Reading Series formerly in use, brought in a plan quite different from that in use heretofore. It was proposed that not one, but three sets of readers be supplied to each classroom. The following series, Curriculum Foundation published by the W. J. Gage Company, the Easy Growth in Reading Series published by the John C. Winston Company and Alice and Jerry Books published by the Copp Clark Company were placed highest on the list of those examined. The Minister approved the plan and books of the sets mentioned secured for distribution. They have been extremely well received. All three series are well produced in attractive formats with bright coloured pictures, designed to catch the students attention, arouse his interest and hold it.

The distribution to schools this year was equivalent to fifty per cent of the classroom enrolment and it is the intention next year to issue sufficient books to make up the requirements of the entire class in each Grade from One to Three. As a result of the adoption of this policy each child in these grades will have his opportunities for reading practice greatly extended.

REPORT OF THE INSTITUTE OF TECHNOLOGY AND ART—CALGARY

(J. FOWLER, *Principal*)

The cessation of hostilities in the European and Pacific theatres of war will cause the year 1945 to stand out as a landmark in world history. It is now the hope of mankind that this year will mark

the end of one era and the beginning of a happier and saner period in our civilization. The extent to which these hopes will be realized will depend on the ability of men to get together and to settle their differences by reasonableness and arbitration rather than by force of arms.

The coming of peace had a double and cumulative effect on the enrolment in the Day classes of the Institute. The annulling of the call-up regulations for the army released a very considerable number of young men who thus became potential students of the Institute. At the same time the discharge of men and women from the Armed Services, coupled with the desire of many of them to take vocational training under the Rehabilitation Scheme, directed another stream of students towards our doors. The net result was that at the opening of the Fall Term in 1945 the Institute, in its temporary war-time quarters, found itself unable to accommodate the great number of students who desired admission to its courses. Wherever possible, courses were put on double shift. Several additional instructors were appointed to the staff. But the limiting factor was the lack of class-room and shop accommodation, and the net result was that many hundreds of prospective students had to be turned away. It may be noted, however, that up to the opening of the school year in September no ex-service personnel were refused admission, and that even up to the end of the calendar year considerable numbers of rehabilitation trainees with special qualifications were admitted as late entries to various courses.

As the Institute will be moving back to the North Hill buildings immediately after the close of the school year in May, 1946, it is doubtful if any general scheme of training courses can be offered next summer. A limited programme of special courses may be organized but the upset of moving and installing equipment will preclude any very ambitious undertaking. The Institute is therefore accepting enrolments for the opening of the school year in September, 1946, when its increased facilities should enable it to accommodate two or three times the enrolment which has been possible in 1945.

ENROLMENT:

The following table shows the comparative enrolment in each of the three major phases of the Institute's work from July to December in each of the last five years:

Year	Day	Evening	Correspondence	Total
1941	260	519	57	836
1942	243	324	64	631
1943	206	269	94	569
1944	226	274	102	602
1945	413	354	267	1,034

It may be noted that in the years 1941 to 1944 the enrolment in Day and Evening courses included a very considerable number of students who were being trained for the Navy, the Army, or the Air Force under the War Emergency Training Plan. The 1945 enrolment is all-civilian but includes some 190 rehabilitation trainees.

The distribution of the 1945 Day enrolment by courses is as follows:

Air Engineers	28	Industrial Arts Teachers	19
Art	62	Industrial Electricity	72
Automobile Mechanics	34	Machine Shop	20
Building Construction and Drafting	37	Mechanical Drafting	16
Commercial Wireless Operating	23	Radio Technician	15
Dressmaking and Millinery	18	Surveying and Drafting	11
Farm Construction and Mechanics	23	Tractors	23
General Shop	1	Welding	11
		Total	413

DAY COURSES

While it is impossible to deal fully with the work of the various Departments the following "high lights" have been reported by some of the Heads of Departments.

Aeronautics (Mr. A. A. Peebles): "As a result of war-time conditions the enrolment in the Department of Aeronautics reached an all-time low during 1944-45 with only 3 students in the 1st Year and none in the 2nd Year of the Course. Already in 1945-46 there are 28 students in the Department. It is felt that the present year marks the recovery of the Department, and that bigger things lie in the future than have ever been realized in the past . . . Students in all classes are showing an unusual keenness, industry, and interest in the work . . . A major overhaul job is at present being carried out in the shop on a Taylor-Craft high-wing two-seat cabin monoplanes. Two Jacobs' L4MB engines are also in for a major overhaul, while several other commercial jobs are in prospect.

The Department is authorized by the Department of Transport to carry out major overhauls and all necessary repairs to aircraft and engines carrying commercial or private registrations. This gives the Department very great prestige, as no other educational organization in Canada possesses such authorization. It also provides the most valuable type of shop instruction possible, and gives students an incentive which is lacking in more practical assignments. It places the Department on the level of the Service Repair Depots or aircraft repair companies so far as practical work is concerned. There is danger, however, *that this privilege may be lost*, as the shops are not equipped to carry out the work in a manner required by modern practice. To retain the privilege, certain items of equipment are essential, including magna-flux crack detector, magneto and carburetor test bench equipment, and certain hangar equipment. Most of this should be obtainable on indefinite loan, or by purchase, from the R.C.A.F., although none of it has yet been declared surplus. If it can not be so obtained in due course, it is urged that its purchase on the market should be approved."

Art (Mr. H. G. Glyde): "Graduates of the Art Department continue to do well in the field of commercial art. Miss Norma Jorgens has won another competition in dress designing and is now Art Director for a commercial firm in Toronto. Miss Margaret Shelton has a position as a silk screen designer in Toronto. Misses Anne and Frances Calon are both doing commercial art work with the Commonwealth Press in Calgary. Miss Dorothy Anne Campbell has won an Ontario College of Art Scholarship tenable for one year at the College."

Building Construction and Drafting (Mr. M. J. Tomlinson): "Perhaps the outstanding feature of the studies for the year was the

work done in connection with the mixing and testing of concrete. The machine used for the latter, hitherto operated manually, was converted by the instructor into a power-operated unit—thus changing a strenuous task into one in which the pressing of a button allows an electric motor to do the work effortlessly and efficiently. The use of this machine illustrates graphically the results of both good and poor methods in working with concrete. It is a grand teaching device and keeps interest in the subject at high level.”

Commercial Wireless Operating (Mr. C. M. Johnson): “The main activity of the present year in addition to the routine work of the course is the construction of a short wave transmitter to be operated on the newly reopened experimental and ‘ham’ frequencies. This work is progressing favourably in the capable hands of the more experienced ex-service personnel in the course. The future operation of this station will provide a realistic tempering ground for actual ‘on the air’ operating.”

Radio Technician (Mr. D. C. Fleming): “In addition to repairing a steady stream of students’ radio receivers this class has rebuilt and modernized the Institute’s public address system and its short-wave receiver. It has also built the following pieces of equipment for use in connection with the work of the course: a special voltmeter (using radio tubes), a signal tracer, and a radio receiver demonstration unit.”

Tractors and Farm Mechanics (Mr. J. K. MacKenzie): “During the past year some twenty-five tractor units were overhauled in the Tractor Shop of the Institute. These machines were procured from local dealers, branch warehouses, farmers, and contractors. It may be noted, however, that owing to war-time restrictions on the sale of new tractors and to the greatly increased use of farm tractors in connection with the feeding of livestock in winter, it has become increasingly difficult to get farm tractors for overhaul. This is particularly true during the early part of the school year. To meet this difficulty it is suggested that the Institute procure eight to ten used tractor units so that we would be independent of outside sources of supply until the advent of winter makes tractors available from contractors and others whose activities largely cease when cold weather sets in.”

Industrial Arts Teachers: Beginning in the Fall of 1945 the Institute of Technology and Art co-operated with the Calgary Branch of the Faculty of Education of the University of Alberta in offering a four year course leading to the degree of B.Ed. in Industrial Arts. Nineteen students (all of them ex-service personnel) enrolled for this course, the professional work of which is given by the Faculty of Education while the practical and theoretical instruction in Shop subjects is given by the Institute. This course constitutes an experiment in Industrial Arts Education the results of which will be watched with interest by all those concerned.

EVENING CLASSES

The figures given above show the very definite up-swing in the enrolment of the Institute Evening Classes, and this in spite of the fact that considerable numbers of prospective students had to be refused admission to the shop courses on account of lack of accommodation.

In connection with this phase of the Institute's activities the following comments are supplied by Mr. G. E. Brown, Acting Director of Evening Classes: "Total enrolment in the various Evening Classes offered by the Provincial Institute of Technology and Art for the winter of 1945-46 has now reached the figure of 354.

A noteworthy feature of this large enrolment is the number of students in each group who are back to take their second, and in some cases their third or fourth course at the Institute. This fact in itself is a high tribute to the loyalty, the efficiency, and especially to the enthusiasm of the Evening Class Instructors.

As in past years registration day brought a flood of applications for practical Shop courses. Lack of accommodation made it necessary to turn away large numbers of enthusiastic students and emphasized once again the pitiful inadequacy of the present war-time quarters of the Institute.

The interest of the general public in Electricity, Radio, Drafting, Welding and Woodwork made it necessary to organize two classes in each of these subjects. The Dressmaking classes require the services of four instructors; and the Art and Craftwork classes have expanded to the point where it has been necessary to secure six instructors to handle all the work in sketching, life drawing, modelling, art metal work, weaving, etc.

After a lapse of several years the evening course in Geology has been revived and is proving to be one of the most popular offered.

As in past years many men from the armed forces have been making full use of the facilities offered by the Institute in evening classes, and, in addition, this year men who have received their discharge are attending evening courses at the Institute to improve their qualifications for civilian jobs. Much of this work is sponsored by the Department of Veterans' Affairs."

CORRESPONDENCE COURSES

Mr. A. Higgins, Supervisor of Correspondence Instruction, has reason to be proud of the recognition that is coming to his work not only from steam engineers and coal miners in Alberta but also from Departments of Education and industrial organizations across the Dominion. With characteristic modesty Mr. Higgins makes the following brief commentary on the work of his department during 1945:

"For the year 1945, the Department of Correspondence Instruction shows an increase over the previous year of 30% in number of students enrolled and 45% in number of papers corrected. Thirty-eight certificates were issued to students passing our final examination. All of these students were also successful in passing the regular government examinations for mine official's and steam engineer's certificates.

Our mining courses were used as textbooks in British Columbia and Nova Scotia mining classes and our steam courses in night classes in Saskatchewan and Manitoba. Three hundred and fifty complete courses were sold during the year for this purpose. The steam and mining courses were also used for instructional purposes in educational programmes conducted by the Crows Nest Pass Coal Co. in British Columbia and the Hi-Way Oil Refineries in Saskatchewan. The new Third Class steam course has been sold as a textbook

to quite a large number of ex-navy engine and boiler room personnel who are taking the Third Class steam examination in the near future and who have been advised by the Steam Boiler Inspection Department to review this course before sitting for their certificates.

Revision of the Second Class Mining and Third Class Steam courses was completed during the year and a new section on Logs inserted in the Preliminary Mathematics course. All the new and revised courses are being printed by the multilith process which is a great improvement over the mimeographed form of lessons previously used and still in use in the courses awaiting revision."

STAFF:

The staff of the Institute was materially strengthened by the return of Commander E. W. Wood, R.C.N. who was appointed Shop Director on November 1st 1945, and of Chief E.R.A. Otto Kingsep, R.C.N.V.R. who resumed his position of Machine Shop instructor on October 1st, 1945. It is anticipated that Lt.-Col. C. A. Choate, E.D., R.C.E., will return as Head of the Department of Automobile Mechanics on January 1st, 1946.

We were also glad to welcome back Mr. D. C. Fleming who had been granted a year's leave of absence to go to sea as a wireless operator in order to qualify himself to write the examinations for his 1st Class Wireless Operator's Licence.

In the Fall of 1945, Mr. N. Safran was granted a year's leave of absence to take up a Fellowship in Chemistry which had been awarded to him by the University of Chicago. His place is being filled temporarily by Mr. K. C. Gilbert, Chief Chemist of the Petroleum and Natural Gas Conservation Board of Alberta.

During the Summer of 1945, Mr. M. J. Tomlinson continued his work towards a degree in Industrial Arts at the Oregon State College, Corvallis, Oregon. There he is accumulating an impressive record of high-grade credits.

During recent years Mr. A. Higgins, in addition to his regular duties, has been revising the various Correspondence Courses which the Institute offers in Coal Mining and in Steam Engineering. At the same time he found time to write articles for various technical journals. During 1945 his first book, "Boiler Room Questions and Answers," was published by the McGraw-Hill Book Company, Inc.

The members of the staff of the Art Department continue to receive recognition for their work as artists. Messrs. W. J. Phillips, R.C.A., H. G. Glyde, A.R.C.A., L. E. Pearson, and Luke Lindoe all had pictures accepted for the 1945 Exhibition of the Royal Canadian Academy. Mr. Phillips also had a one-man show at a private gallery in Toronto.

EXTRA-CURRICULAR ACTIVITIES:

In spite of the lack of adequate facilities the extra-curricular activities of the Institute were carried on with enthusiasm and success during the past year. The value to the individual students of planning, organizing, and carrying through to completion various types of programmes and other activities cannot be over-estimated. This is particularly true in the case of students coming from rural areas—students who have never had an opportunity to take part in an operetta or to be present at a well-planned banquet. And again

it is desired to emphasize the value in character-building of sports and group games.

During 1945 the outstanding activities of the Institute Students' Association were the Choral Society which presented the operetta "Ask the Professor" to a capacity audience in the Central High School Auditorium, the School Orchestra which co-operated with the Choral Society in the production of the operetta, and the 25th Annual Tech Banquet which was graced by the presence of Hon. R. E. Ansley, Minister of Education who brought greetings from the Department of Education.

EXTENSION WORK:

In co-operation with the Department of Extension of the University of Alberta the Institute assisted with the 1945 Banff School of Fine Arts. Once more the Painting Section was the largest in the School, with a record enrolment of 143 students who came to Banff from points scattered over the whole North American Continent.

Mr. H. G. Glyde, Head of the Institute Art Department also acted as instructor in Art Summer Schools conducted by the Department of Extension in Lethbridge and Edmonton. Throughout the winter of 1944-45 he also visited Edmonton once a month to give instruction, assistance, and criticism to members of an Art class at the University of Alberta.

Throughout each school year the Art Department at the Coste House, Calgary, is the location of a continuous series of art exhibits conducted under the auspices of the Art Association of Calgary. These exhibitions have aroused great interest among the citizens of Calgary as well as among the Art students of the Institute.

From May 25th till July 5th, Mr. J. K. MacKenzie, Head of the Tractors Department assisted representatives of the Department of Agriculture in conducting Field Tillage Days at twenty-four centres throughout Alberta. The work consisted chiefly of demonstrations, under field conditions, of the proper hitching and adjustment of tillage implements—supplemented by discussions of some of the problems affecting the use of tractors and farm machines.

From July 9th till August 17th Mr. MacKenzie co-operated with Mr. Parkinson of the Olds School of Agriculture in giving a series of short courses on Harvesting Machinery at thirteen widely separated points. Two days were spent at each centre, and almost invariably the attendance was most gratifying. It may be of interest to note that there is no known record of any similar work having been undertaken anywhere in connection with harvesting machinery. It is hoped that it may be possible to continue and expand this work during the 1946 season.

In addition to its own programme of work in Aeronautics the Institute has encouraged similar work on the part of other organizations, by providing class-room space for the Ground Schools of Chinook Flying Service, Ltd. and Kepler Aviation, Ltd. The latter organization has installed a Link Trainer in the Grand Stand Building, Victoria Park and is offering instruction in this work to trained pilots as well as to those in training.

The Institute has also encouraged Amateur Dramatics by providing space for the rehearsals and other activities of the Calgary Civic Theatre.

EQUIPMENT:

In previous reports emphasis has been laid on the necessity of re-equipping and modernizing the Shops of the Institute of Technology and Art. It is now a pleasure to acknowledge the deep personal interest in this matter displayed by the present Minister of Education, Hon. R. E. Ansley. At considerable inconvenience to himself Mr. Ansley paid visits to No. 10 Repair Depot and No. 11 Equipment Depot of the R.C.A.F. in Calgary, as well as to the Munitions Department of the C.P.R. Ogden Shops—to inspect the equipment which might be declared surplus to the War Assets Corporation. As a follow-up Mr. Ansley then made trips to Ottawa and Montreal to interview Hon. C. D. Howe, Minister of Reconstruction, and officials of the War Assets Corporation. As a result of these contacts a very considerable amount of equipment is being made available to the Institute on indefinite loan, while other equipment is being purchased at reduced cost from the War Assets Corporation.

It is also most encouraging to note that under the terms of Orders in Council P.C.1648 and P.C.1388 very considerable sums of money have been made available from the Federal treasury for the assistance of technical and vocational education in the various provinces. In general these grants are contingent upon the expenditure by each province of an equal sum from its own revenues. It is anticipated that full advantage will be taken by all the provinces of this Federal assistance. In particular it is expected that within the next two years the Provincial Institute of Technology and Art, Calgary, will be so modernized that it will rank with the best institutions of its type in the Dominion of Canada, and that it will commence on a new era of useful service to the Youth of Alberta and the neighbouring provinces. The initiation of this new phase of the Institute's existence will be made possible by its return to the North Hill buildings which, under the capable direction of officials of the Public Works Department, are being thoroughly renovated and restored. It is anticipated that the Institute will take possession of these buildings during the Summer of 1946 and that everything will be in readiness for the opening there of the Fall Term of that year.

GENERAL STATISTICS

(A. P. WILSON, *Statistician*)

The following Statistics have been compiled from information received from Teachers, Official Auditors, and Secretary-Treasurers of School Districts and Divisions.

During the year, 1944-45, there were 5,419 rooms or departments in 2,595 school districts, with an enrolment of 152,532. Of this enrolment, 50,555 were in the rooms of 48 City and Town schools; 7,555 in 20 Separate schools, and 15,518 in the rooms of other graded schools. During the year 1943-44, there were 50,349 pupils in City and Town schools; 7,213 in Separate schools, and 17,974 in the rooms of other graded schools. During the year 1944-45, there were 4,214 in 148 rooms of 28 Consolidations and 77,270 in 3,257 rooms of 53 School Divisions.

The number of rooms devoted to work in grades above Grade 8 at June 30, 1945 was 836. This included both Technical and Commercial Rooms. There were 410 rooms in which grades above Grade 8 were taught as well as Elementary and Intermediate Grades.

During the year 96.2 of the schools in operation operated over 160 days. The average length of the school year was 180.12 days. The average monthly percentage of attendance was 90.14.

The increase in the upper grades, as compared with the lower grades, since 1912 (the year in which the 12 grade system was introduced) may be seen in the following table.

PERCENTAGE OF ENROLMENT

Year	Division I, 1st Year	High School Division and 3rd Year Intermediate	Intermediate and High School Divisions
1912	32.24	3.92	14.65
1913	32.08	4.09	14.50
1914	29.86	5.44	15.51
1915	25.54	5.38	17.19
1916	25.14	5.81	18.06
1917	24.87	5.62	18.45
1918	25.41	6.22	19.42
1919	26.05	6.52	20.39
1920	24.90	6.74	21.31
Jan.-June 1921	25.24	6.04	18.94
1921-1922	22.81	7.53	21.26
1922-1923	20.87	8.29	22.73
1923-1924	19.51	9.13	23.39
1924-1925	18.23	9.95	24.23
1925-1926	17.68	9.60	24.82
1926-1927	17.74	10.68	25.94
1927-1928	17.57	11.44	26.90
1928-1929	16.97	11.78	27.60
1929-1930	16.25	12.66	28.79
1930-1931	15.13	14.38	30.56
1931-1932	14.01	16.53	32.42
1932-1933	13.49	17.13	33.61
1933-1934	13.42	17.58	34.56
1934-1935	13.61	17.06	34.76
1935-1936	14.17	17.54	35.20
1936-1937	14.52	17.86	35.18
1937-1938	14.19	18.28	35.22
1938-1939	13.15	19.06	36.04
1939-1940	12.56	19.79	36.41
1940-1941	12.32	19.78	36.13
1941-1942	12.66	19.67	35.52
1942-1943	12.07	18.98	36.65
1943-1944	12.17	18.61	36.71
1944-1945	11.95	19.69	37.59

The percentage distribution by grades of pupils leaving school at the age of 15 years since 1922 is as follows:

Year	Division I			Division II			Intermediate School			High School		
	1st Yr.	2nd Yr.	3rd Yr.	1st Yr.	2nd Yr.	3rd Yr.	1st Yr.	2nd Yr.	3rd Yr.	1st Yr.	2nd Yr.	3rd Yr.
1921-1922	1.14	1.61	3.59	7.02	11.28	16.52	19.29	29.79	6.59	2.34	.81	.02
1922-1923	1.08	1.01	3.99	5.62	8.68	13.08	18.97	28.50	11.90	4.59	2.18	.40
1923-1924	.54	.90	2.46	3.36	5.46	9.06	20.94	32.87	14.48	7.36	2.47	.07
1924-1925	.39	.81	2.13	3.65	6.33	8.57	20.45	34.94	12.60	7.19	2.84	.10
1925-1926	.15	.35	1.16	2.10	6.65	10.21	17.24	34.69	15.20	10.53	1.46	.26
1926-1927	.16	.19	.45	1.85	4.97	11.50	18.71	33.22	17.25	8.08	3.46	.16
1927-1928	.10	.20	.65	2.60	6.18	9.79	20.36	31.60	17.50	8.62	2.30	.10
1928-1929	.09	.17	.56	1.22	5.74	8.78	21.64	32.09	18.11	9.99	1.55	.06
1929-1930	.09	.13	1.02	1.69	6.78	8.86	21.23	33.62	17.96	6.58	1.95	.09
1930-1931	.13	.13	1.07	1.79	7.35	8.81	21.62	34.10	17.14	5.98	1.79	.09
1931-1932	.09	.31	.72	1.63	9.17	9.17	19.05	34.55	17.13	7.88	2.79	.15
1932-1933	.06	.18	.54	1.70	5.05	9.29	19.22	36.13	18.38	6.64	2.39	.42
1933-1934	.08	.11	.42	1.78	4.94	9.19	18.68	35.89	20.01	5.96	2.43	.51
1934-1935	.08	.08	.33	1.85	4.92	10.96	17.46	33.93	20.47	6.52	2.86	.54
1935-1936	.05	.10	.20	1.89	5.26	10.53	15.55	34.33	21.31	7.77	2.45	.49
1936-1937	.16	.28	.51	2.25	4.69	10.14	15.66	31.69	24.74	7.47	2.02	.39
1937-1938	.15	.26	.59	2.28	4.40	10.88	15.93	29.77	26.60	7.04	1.74	.36
1938-1939	.27	.11	.65	1.75	4.37	9.06	18.05	28.41	29.67	7.15	1.48	.03
1939-1940	.19	.14	.57	1.54	4.72	8.53	17.67	27.18	29.59	7.71	2.07	.09
1940-1941	.14	.14	.42	1.70	4.30	8.97	17.99	26.80	30.77	7.04	1.56	.17
1941-1942	.07	.07	.34	1.33	4.08	8.51	17.44	26.39	31.27	7.85	2.55	.10
1942-1943	.10	.08	.44	1.45	4.08	8.45	17.00	24.35	33.25	7.99	2.51	.20
1943-1944	.07	.07	.39	1.03	3.08	7.54	19.22	26.01	32.62	7.49	2.30	.18
1944-1945	.05	.06	.29	.68	1.77	7.14	16.97	25.84	32.07	13.64	1.46	.03
Average for 24 yrs.	.23	.31	.98	2.24	5.59	9.34	18.56	31.12	21.53	7.76	2.14	.20

The average number of days of operation in School Divisions was 183.02 days, and in schools not included in Divisions—178.89 days. The establishment of School Divisions has enabled the smaller rural schools to keep open for the full school year, and has in addition brought High School instruction to all rural areas. The cost of operation has risen considerably, due to higher teachers' salaries, and to increased operating costs, but under present conditions, this increase could be expected.

The shortage of teachers has forced the closing of many rooms, and has increased the transportation costs all over the Province. Many of those pupils are conveyed to nearby graded schools, and the type of instruction offered in those schools is superior to that which they received in their home schools. The total number of teachers employed this year was 5,945 as against 5,824 last year. In addition, more than 100 schools were under the charge of a Supervisor of Correspondence Courses. These courses were furnished by the Department of Education. Many other schools were operated in this manner, for part of the year, but were able to secure a qualified teacher at some time during the year.

DEPARTMENT OF EDUCATION

TABLE NO. 1
CLASSIFICATION OF PUPILS

Grades	No. of Pupils June 30, 1935	Percent. of En- rolment	No. of Pupils June 30, 1944	Percent. of En- rolment	No. of Pupils June 30, 1945	Percent. of En- rolment
Division I:						
1st Year	22,866	13.61	18,495	12.17	18,225	11.95
2nd Year	17,277	10.29	15,714	10.34	15,784	10.35
3rd Year	17,463	10.39	16,077	10.58	15,798	10.35
Division II:						
1st Year	17,504	10.42	15,728	10.35	15,766	10.34
2nd Year	17,553	10.45	15,080	9.92	15,104	9.90
3rd Year	16,918	10.08	15,089	9.93	14,510	9.51
Intermediate:						
1st Year	15,780	9.40	14,633	9.63	14,476	9.49
2nd Year	13,945	8.30	12,884	8.47	12,835	8.41
3rd Year	10,389	6.19	10,669	7.02	11,376	7.46
High School:						
1st Year	8,124	4.84	7,247	4.77	7,624	5.00
2nd Year	6,223	3.70	5,642	3.71	5,837	3.83
3rd Year	3,912	2.33	4,727	3.11	5,197	3.41
Totals	167,954	100.00	151,985	100.00	152,532	100.00
Elementary Grades	109,581	65.24	96,183	63.29	95,187	62.41
Intermediate Grades	40,114	23.89	38,186	25.12	38,687	25.36
High School Grades	18,259	10.87	17,616	11.59	18,658	12.23

The total Enrolment this year shows a slight increase for the first time in several years. The High School Enrolment has increased by 1,042 pupils.

TABLE NO. 2
COMPARATIVE STATEMENT SHOWING ATTENDANCE AND CLASSIFICATION OF
PUPILS IN DIVISIONS AND IN SCHOOLS NOT INCLUDED IN DIVISIONS.

	Schools Outside Divisions	Divisions
Number of pupils enrolled	75,262	77,270
Aggregate days attendance of pupils	11,937,135.5	11,373,758
Daily average attendance of pupils	66,318.06	63,777.75
Percentage of attendance of total enrolment	88.12	82.54
Average number of days attended per pupil	158.61	147.09
Average length of school year	178.89	183.02
Classification:		
Division I:		
1st Year	8,096	10,129
2nd Year	7,108	8,676
3rd Year	6,987	8,811
Division II:		
1st Year	6,777	8,989
2nd Year	6,712	8,392
3rd Year	6,408	8,102
Intermediate:		
1st Year	6,764	7,712
2nd Year	6,156	6,679
3rd Year	6,370	5,006
High Schools:		
1st Year	5,340	2,284
2nd Year	4,376	1,461
3rd Year	4,168	1,029
Total Attendance	75,262	77,270

Divisions include practically all of the Rural Schools in the Province, but some urban areas have been included in the Divisions. Almost all the Ungraded Schools are in Divisions and the number of graded schools in Divisions is growing rapidly. Schools outside Divisions are, for the most part, urban schools.

TABLE NO. 3
AVERAGE AGE OF PUPILS

Division I:		Intermediate:	
1st Year	7.06	1st Year	13.18
2nd Year	8.19	2nd Year	14.20
3rd Year	9.34	3rd Year	15.08
Division II:		High School:	
1st Year	10.41	1st Year	16.05
2nd Year	11.38	2nd Year	17.05
3rd Year	12.31	3rd Year	18.01

TABLE NO. 4
NUMBER AND AGES OF PUPILS

Ages	No. of Pupils	Percentage of Enrolment
5 years and under	129	.08
6 years	5,570	3.65
7 years	13,363	8.76
8 years	13,616	8.93
9 years	14,984	9.82
10 years	14,325	9.39
11 years	13,434	8.81
12 years	14,629	9.59
13 years	14,691	9.63
14 years	13,099	8.60
15 years	11,543	7.57
16 years	10,460	6.85
17 years	7,384	4.84
18 years	3,895	2.55
19 years	1,078	.71
20 years	223	.15
21 years and over	108	.07
Totals	152,532	100.00

Of the pupils enrolled 15.17% are over the compulsory age limit of 15 years.

DEPARTMENT OF EDUCATION

TABLE NO. 7
TABLE SHOWING NUMBER AND PERCENTAGES IN EACH GRADE,
UNDER AGE, NORMAL, AND OVER AGE

Grades	Number in each Grade			Total in each Grade	Percent. in each Grade		
	Under Age	Normal	Over Age		Under Age	Normal	Over Age
Division I:							
1st Year	129	14,752	3,344	18,225	.71	80.94	18.35
2nd Year	62	11,620	4,102	15,784	.39	73.62	25.99
3rd Year	121	10,886	4,791	15,798	.76	68.91	30.33
Division II:							
1st Year	164	10,218	5,384	15,766	1.04	64.81	34.15
2nd Year	180	9,467	5,457	15,104	1.15	62.69	36.16
3rd Year	241	9,001	5,268	14,510	1.66	62.03	36.31
Intermediate:							
1st Year	192	9,234	5,050	14,476	1.33	63.79	34.88
2nd Year	235	8,941	3,659	12,835	1.83	69.66	28.51
3rd Year	147	9,001	6,056	11,376	1.30	45.47	53.23
High School:							
1st Year	231	5,818	1,575	7,624	3.03	76.31	20.66
2nd Year	272	4,544	1,021	5,837	4.66	77.85	17.49
3rd Year	208	3,878	1,111	5,197	4.00	74.62	21.38
Totals	2,182	103,532	46,818	152,532	1.43	67.88	30.69

This is a recapitulation of Table 5. The number of over age pupils in the 3rd Year of the Intermediate School has increased considerably over last year. Pupils lose a great number of days when schools are in operation, as can be seen in Table 22.

TABLE NO. 8
TABLE SHOWING NUMBER AND PERCENTAGES OF PUPILS LEAVING SCHOOL
AT THE AGE OF 15 YEARS

Grades	No. of Pupils leaving School at the age of 15 years	Percent. of total enrol- ment leaving School at the age of 15 years	Percent. of total leaving School at the age of 15 years	Percent. of each grade leaving School at the age of 15 years
Division I:				
1st Year	3	.002	.05	.02
2nd Year	4	.002	.06	.03
3rd Year	18	.012	.29	.11
Division II:				
1st Year	42	.028	.68	.27
2nd Year	109	.072	1.77	.72
3rd Year	440	.288	7.14	3.03
Intermediate:				
1st Year	1,046	.686	16.97	7.23
2nd Year	1,593	1.044	25.84	12.41
3rd Year	1,977	1.297	32.07	17.38
High School:				
1st Year	841	.551	13.64	11.03
2nd Year	90	.059	1.46	1.54
3rd Year	2	.001	.03	.04
Total	6,165	4.042	100.00	

It is interesting to note that the percentage leaving, decreases in the lower grades. The total has increased nearly 500 over last year.

TABLE NO. 9
TABLE SHOWING ATTENDANCE OF PUPILS MONTH BY MONTH DURING
THE ACADEMIC YEAR ENDING JULY 6, 1945.

Month	Possible Aggregate	Actual Aggregate	Percentage of attendance per month
October	2,927,044.5	2,621,288	89.55
November	3,010,696.5	2,742,953.5	91.11
December	2,245,816.5	2,028,640.5	90.33
January	3,049,838	2,683,753.5	88.00
February	2,890,663	2,552,047	88.28
March	3,026,313.5	2,706,826.5	89.44
April	2,314,464.5	2,107,130.5	90.69
May	2,953,532.5	2,646,498	89.60
June	2,989,545	2,691,464.5	90.03
July	562,105	530,291.5	94.34
AVERAGE MONTHLY PERCENTAGE OF ATTENDANCE			90.14

TABLE NO. 10
SCHOOL DISTRICTS

No. of School Districts in Existence, Dec. 31, 1944, including the Units in Consolidation	3,914
No. of Consolidations in the Province, Dec. 31, 1944	42
No. of Units in Consolidation, Dec. 31, 1944	146
No. of School Districts Established in 1945 Public	14
No. of School Districts Dissolved in 1945 Public	3
Rural High	3
No. of School Districts in the Province, Dec. 31, 1945, including the Units in Consolidation	3,925
No. of Consolidations in Province, Dec. 31, 1945	42
No. of School District Units in Consolidations, Dec. 31, 1945	146
No. of Rural High Schools in Existence, Dec. 31, 1945	1
No. of School Divisions in Existence, Dec. 31, 1945	51
No. of Units in Divisions, Dec. 31, 1945	3,615

To obtain the number of Schools that could operate, deduct the number of units in Consolidation from the number of School Districts in the Province at Dec. 31, 1945, and add the 42 Consolidations. The Rural High School could also be added.

TABLE NO. 11
ATTENDANCE OF PUPILS

	Enrolment	Number of Boys	Number of Girls	Aggregate Attendance	Average Attendance
City Schools	36,426	18,093	18,333	5,832,577	32,247.51
Town Schools	14,129	6,699	7,430	2,247,082	12,473.92
Separate Schools	7,555	3,580	3,975	1,188,924.5	6,705.65
Village Schools	11,304	5,572	5,732	1,783,208	9,950.41
Consolidated Schools	4,214	2,098	2,116	647,523	3,592.86
Divisions	77,270	39,410	37,860	11,373,758	63,777.75
Rural Schools	1,634	829	805	237,821	1,347.71
	152,532	76,281	76,251	23,310,893.5	130,095.81

The Average Number of Pupils enrolled per room was 27.22—an increase of .10 over last year. The Average Attendance of Pupils per Room was 23.22—an increase of .37 over last year.

TABLE NO. 12

DIAGRAM SHOWING NUMBER OF PUPILS PER ROOM IN

ALBERTA SCHOOLS FROM 1905 TO 1945 INCL.

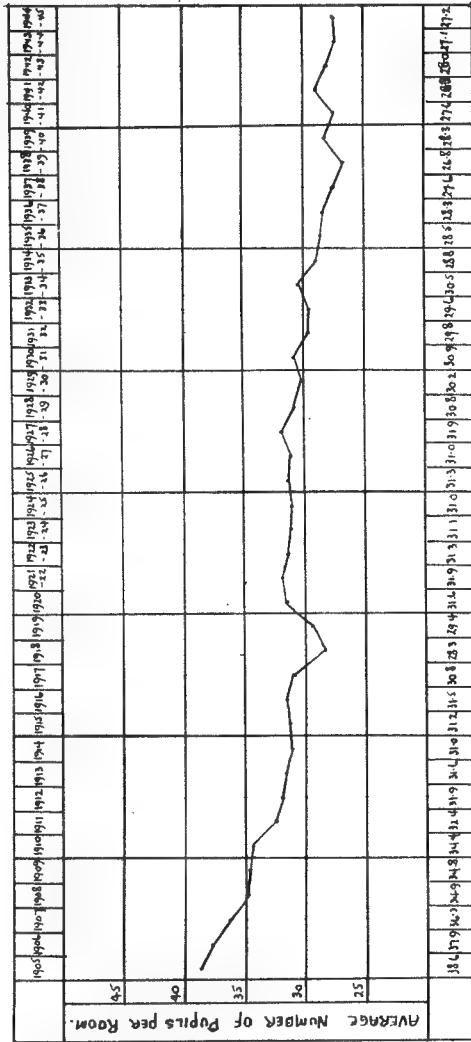


TABLE NO. 13
STATEMENT SHOWING NUMBER OF SCHOOL DISTRICT UNITS IN DIVISIONS,
NUMBER OF ROOMS IN OPERATION, AND NUMBER OF PUPILS
ENROLLED IN EACH DIVISION.

Name of Division	No. of S.D. Units in Division	No. of rooms in oper- ation	No. of graded schools	No. of co-oper- ating S.D. in Division	Total enrol- ment	Average attend- ance
Berry Creek	30	15	1	12	182	149.11
St. Mary's River	58	75	11	29	1,945	1,675.19
Foremost	142	56	9	85	1,110	985.30
Medicine Hat	113	62	4	35	1,135	858.59
Taber	78	37	13	45	919	776.55
Lethbridge	89	110	17	51	2,787	2,389.20
Acadia	100	45	4	39	661	571.08
Sullivan Lake	84	28	4	29	556	418.10
Peace River	61	44	8	19	1,447	1,153.55
Lac Ste. Anne	77	81	8		2,020	1,780.31
Edson	44	46	5	1	1,249	967.72
Clover Bar	79	113	24		2,997	2,354.26
Grande Prairie	88	73	3	9	1,727	1,456.95
Rocky Mountain	73	76	9	8	1,797	1,627.49
Neutral Hills	83	45	3	31	653	541.30
Holden	77	79	8		1,784	1,477.03
Lamont	55	92	26		2,446	2,182.18
Vegreville	69	67	7	21	1,480	1,220.61
Camrose	71	68	9		1,593	1,358.13
Two Hills	70	101	20	1	2,822	2,342.84
Killam	74	61	5	16	1,343	1,174.90
Stony Plain	76	81	11	8	2,467	2,049.78
Sturgeon	84	106	22	7	2,670	2,227.80
Vermilion	101	92	7	17	1,830	1,453.30
Stettler	79	52	4	19	943	779.07
Castor	83	60	7	30	990	839.85
Macleod	67	34	4	36	610	532.97
Pincher Creek	40	29	2	9	451	374.36
Drumheller	76	58	2	24	894	741.12
Olds	92	97	10	9	1,989	1,619.70
Wainwright	71	57	3	19	1,020	839.67
Provost	73	42	3	26	633	598.92
Ponoka	78	78	3	8	1,732	1,391.25
Red Deer	81	86	8	4	1,809	1,518.02
Wetaskiwin	55	59	3		1,431	1,223.85
Pembina	83	98	8	5	2,545	2,020.94
Foothills	78	40	7	55	819	713.22
Smoky Lake	76	119	28	1	3,323	2,866.62
Wheatland	87	81	13	31	1,667	1,499.73
Calgary	80	85	12	32	1,848	1,541.43
Athabasca	75	78	7	8	2,030	1,751.80
Bow Valley	55	30	5	33	613	525.96
E.I.D.	46	57	12	10	1,408	1,115.08
St. Paul	66	71	9		1,965	1,561.72
Bonnyville	62	73	11		2,060	1,632.30
Spirit River	42	40	5	1	1,409	1,147.14
McLennan	33	22	1	6	819	632.92
Strawberry	46	49	7		1,485	1,079.02
Fairview	44	41	5	10	1,043	834.50
Lac La Biche	43	43	4	1	1,268	746.72
Fort Vermilion	6	3			167	100.00
Slave Lake	9	11	3		405	302.74
East Smoky	13	11	1		274	207.60

Rooms in charge of Correspondence Supervisors are not included above.

DEPARTMENT OF EDUCATION

TABLE NO. 14
PERIOD OF ATTENDANCE OF PUPILS DURING THE YEAR IN CITY, TOWN,
VILLAGE AND RURAL SCHOOLS

Period of Attendance	City and Town	Village	Rural	Total
Less than 20 days	460	149	832	2,742
Between 20 and 39 days	699	181	1,170	2,050
Between 40 and 59 days	928	231	1,710	2,869
Between 60 and 79 days	675	203	1,622	2,500
Between 80 and 99 days	790	203	2,006	2,999
Between 100 and 119 days	1,071	341	3,757	5,169
Between 120 and 139 days	1,979	887	7,466	10,332
Between 140 and 159 days	8,705	3,157	23,032	34,894
Between 160 and 179 days	39,166	9,692	35,499	84,357
Between 180 and 199 days	3,636	474	1,810	6,020
Totals	58,110	15,518	78,904	152,532

Of the pupils enrolled 58.72% attended for 160 days or over.

TABLE NO. 15

TABLE SHOWING ATTENDANCE IN TOWN SCHOOLS DURING THE YEAR 1944-45.

School	Enrolment	Average Attendance	Av. Monthly Percentages
St. Albert	172	145.13	88.5
Edmonton	15,383	13,679.30	93.3
Calgary	13,994	12,309.80	92.4
Thibault	287	254.08	95.4
Macleod	379	341.11	92.1
Lethbridge	2,414	2,184.73	93.8
Medicine Hat	1,857	1,672.38	93.7
Fort Saskatchewan	223	198.30	94.2
Gleichen	121	101.86	87.8
Red Deer	1,037	914.10	92.4
Pincher Creek	217	182.86	91.1
High River	347	309.68	96.3
Okotoks	213	176.70	89.1
Innisfail	367	321.41	92.5
Olds	427	382.45	91.9
Lacombe	463	410.28	91.4
Wetaskiwin	445	395.63	86.1
Leduc	284	244.58	90.0
Ponoka	519	452.60	90.5
Cardston	599	523.10	91.8
Blairmore	343	305.37	94.1
Didsbury	291	262.71	94.4
Raymond	772	706.31	92.3
Claresholm	380	333.76	92.5
Taber	564	495.36	92.2
Stavelly	86	76.31	91.0
Coleman	584	537.28	94.0
Camrose	729	653.83	92.1
Vermilion Centre	441	379.27	92.6
Stettler	341	308.10	91.9
New Vegreville	470	430.68	93.5
Daysland	193	167.61	92.6
Wainwright	236	202.58	89.4
Hardisty	136	112.52	91.6
Vulcan	235	205.40	91.6
Tofield	161	145.51	92.5
Brooks	279	238.20	91.2
Bow Island	236	217.13	92.3
St. Paul	469	411.21	90.9
Redcliffe	262	219.93	92.4
Beverly	226	199.02	90.0
Edson	445	392.11	92.3
Coronation	220	189.97	92.4
Grande Prairie	512	450.69	91.6
Drumheller	1,134	986.13	92.2
Peace River	268	230.05	89.9
Rocky Mountain House	250	199.43	90.0
Hanna	376	329.39	88.8
Three Hills	177	155.40	92.3
Calgary, R.C.S.	1,717	1,503.38	92.8
Edmonton, R.C.S.	3,646	2,948.27	92.1
Lethbridge, R.C.S.	581	535.02	94.6
Sacred Heart, R.C.S.	61	51.68	88.8
St. Martin's, R.C.S.	127	116.45	93.7
North Red Deer, R.C.S.	170	161.42	92.5
St. Michael's, R.C.S.	153	128.54	92.1
St. Louis, R.C.S.	258	227.89	93.8
Theresetta, R.C.S.	79	71.95	93.6
St. Joseph's R.C.S.	141	131.89	92.9
Wainwright, R.C.S.	100	88.10	91.3
Average of Monthly Percentages in Town Schools			91.95

DEPARTMENT OF EDUCATION

TABLE NO. 16

TABLE SHOWING NUMBER OF PUPILS IN THE OPTIONAL SUBJECTS
IN INTERMEDIATE GRADES

Subjects	Grade VII		Grade VIII		Grade IX		Totals by Sex		Grand Totals
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Music	5880	5930	5148	5470	2319	3164	13447	14564	27911
Art	5205	5165	2763	2977	2789	3183	10757	11325	22082
Dramatics	927	921	1381	1536	1109	1371	3417	3828	7245
Farm and Home Accounting	434	460	409	468	55	80	898	1008	1906
Typewriting	228	234	364	363	1522	1806	2114	2403	4517
General Shop	2053	41	2242	30	1989	175	6284	246	6530
Home Economics	41	1821	55	2347	64	2182	160	6350	6510
Community Economics	2135	2085	2009	2139	2398	2725	6542	6949	13491
Oral French	67	92	409	444	1503	1887	1979	2423	4402
Agriculture					27	25	27	25	52
Totals	16970	16749	14780	15774	13775	16598	45525	49121	94646

The other Subjects of the Intermediate Course are Compulsory to all Students in the Intermediate Division.

TABLE NO. 17

DISTRIBUTION OF PUPILS IN SECONDARY GRADES BY SUBJECTS
OF INSTRUCTION

Course and Subject	Grade X		Grade XI		Grade XII		Totals by Sex		Grand Totals
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
COMPULSORY:									
English 1	2971	3788	134	56	15	7	3120	3851	6971
English 2	42	32	1816	2683	116	79	1974	2794	4768
English 3	9	11	102	112	1217	1776	1328	1899	3227
Social Studies 1	2727	3586	189	164	4	4	2920	3754	6674
Social Studies 2	33	65	1731	2474	133	167	1897	2706	4603
Social Studies 3	10	9	25	33	1193	1754	1228	1796	3024
Health and Physical Education 1	2892	3648	186	182	6	20	3084	3850	6934
Mathematics 1	286	330	48	34	24	11	358	375	733
Science 1	102	99	111	60	34	12	247	171	418
GROUP A—ACADEMIC:									
French 1	1123	1500	339	510	147	118	1609	2128	3737
French 2	11	8	560	600	348	433	919	1041	1960
French 3	6		1		440	680	447	680	1127
Latin 1	428	529	145	228	42	129	615	886	1501
Latin 2	9		178	288	65	106	252	394	646
Latin 3					120	165	120	165	285
German 1					4	11	4	11	15
German 2			1				1		1
German 3	1				4	5	5	5	10
Algebra 1	2182	2461	1777	2347	222	254	4181	5062	9243
Algebra 2	5	4	10	8	774	808	789	820	1609
Geometry 1	236	490	171	143	165	156	572	789	1361
Trigonometry & Analytical Geometry					737	751	737	751	1488
Chemistry 1	1174	1499	1746	2177	278	432	3198	4108	7306
Chemistry 2	3	3	14	22	823	1185	840	1210	2050
Physics 1	1010	1056	93	70	88	95	1191	1221	2412
Physics 2			1		767	518	768	518	1286
Biology 2	69	166	45	55	393	1084	507	1305	1812
GROUP B—COMMERCIAL:									
Bookkeeping 1	114	438	133	172	35	82	282	692	974
Bookkeeping 2		1	25	103	16	29	41	133	174
Bookkeeping 3					2	16	2	16	18
Stenography 1	50	449	12	168	6	182	68	799	867
Stenography 2			18	234	7	69	25	303	328
Typewriting 1	304	840	164	324	127	189	595	1353	1948
Typewriting 2			87	288	33	103	120	391	511
Office Practice 1	1	3	59	234	12	48	72	285	357
Office Practice 2					1	10	1	10	11
Secretarial Training					7	68	7	68	75
Business Machines					9	83	9	83	92
GROUP C—TECHNICAL:									
Woodwork 1	139	1	7		2		148	1	149
Woodwork 2			42		5		47		47
Woodwork 3					20				20
Metalwork 1	85		4		3		92		92

	Grade X		Grade XI		Grade XII		Totals by Sex		Grand Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Metalwork 2			57		5		62		62
Metalwork 3			1		16		16		16
Electricity 1	109				6		116		116
Electricity 2			75				75		75
Electricity 3					26		26		26
Automotives 1	114		2		2		118		118
Automotives 2			73		2		75		75
Automotives 3					20		20		20
Printing 1	31	20					31	20	51
Printing 2			16	8			16	8	24
Arts and Crafts 1	18	32	6	18			24	50	74
Arts and Crafts 2			12	30			12	30	42
Arts and Crafts 3					3	3	3	3	6
Fabrics and Dress 1		129		24		3		156	156
Fabrics and Dress 2				59		18		77	77
Fabrics and Dress 3						20		20	20
Homemaking 1		83		28		4		115	115
Homemaking 2				58		10		68	68
Homemaking 3						15		15	15
Cadets	17						17		17
General Mathematics 3					37		37		37
SHOP:									
Drawing and Design				4				4	4
Theory									
Shop Practice	8	1	9	4	7	5	24	10	34
GROUP D.—GENERAL:									
Dramatics 1	281	482	230	331	55	114	566	927	1493
Dramatics 2		3	66	110	33	29	99	142	241
Music 1	221	503	209	425	66	159	496	1087	1583
Music 2	3		12	71	5	26	20	97	117
Music 3					1		1		1
Art 1	318	527	244	377	59	128	621	1032	1653
Art 2	3	2	20	26	13	16	36	44	80
Mechanical Drawing	37		17	2	6	4	60	6	66
Geology 1	349	231	225	237	69	102	643	570	1213
Bookkeeping 1a	175	264	166	284	53	102	394	650	1044
Stenography 1a	26	68	6	27	5	17	37	112	149
Typewriting 1a	268	407	176	226	49	147	493	780	1273
General Shop 1	290	36	122	42	20	26	432	104	536
General Shop 2			178	19	99	9	277	28	305
Home Economics 1		387	3	134	4	78	7	599	606
Home Economics 2		3		112		33		148	148
Needlework		157	4	130		71	4	358	362
Vocations and Guidance 1	386	668	228	404	48	127	662	1199	1861
Vocations and Guidance 2	11	22	9	9	6	20	26	51	77
General Mathematics 2	1	3	46	91		14	47	108	155
General Science 2			1		42		43		43
Survey of English Literature	4	4	216	178	120	278	340	460	800
Physical Education 2	1		242	188	59	68	302	256	558
Economics					149	267	149	267	416
Psychology		1	515	834	173	336	688	1171	1859
Law	7	7	152	197	64	142	223	346	569
Sociology	10	17	403	564	182	309	595	890	1485
Creative Writing					15	97	15	97	112
Gen. Math. 1	26	20	1	2	1		28	22	50
Gen. Science 1	15	20					15	20	35
Biology 1	532	584	385	455	70	90	987	1129	2116
Health 2			68	49	24	10	92	59	151

TABLE NO. 19
TABLE SHOWING THE NUMBER OF SCHOOLS IN OPERATION AND DAYS
ACTUALLY OPERATED DURING THE YEAR

Period of Operation	City and Town	Village and Consolidated	Rural	Total
Less than 20 days				
Between 20 and 39 days				
Between 40 and 59 days				
Between 60 and 79 days			1	1
Between 80 and 99 days			5	5
Between 100 and 119 days			8	8
Between 120 and 139 days			23	23
Between 140 and 159 days			60	60
Between 160 and 179 days	19	44	300	363
Between 180 and 199 days	41	83	2,011	2,135
Totals	60	127	2,408	2,595

This table does not include the districts that are operating as under Sec. 138 of the School Act, by sending their pupils to adjacent Schools. Some 850 Schools are operating in this manner. Schools operated under a Supervisor of Correspondence Courses are also omitted from this table. Only those districts with qualified teachers have been included above. Transportation and centralization still increases throughout the Province. 96.2% of the Schools in operation operated more than 160 days.

TABLE NO. 20
NUMBER OF SCHOOLS IN OPERATION AS AT JULY 15, 1944, AND JULY 6, 1945,
AND NUMBER OF DEPARTMENTS IN EACH.

School Districts having:	Total Schools		Total Departments	
	July 15, 1944	July 6, 1945	July 15, 1944	July 6, 1945
1 Department	2,260	1,992	2,260	1,992
2 Departments	318	292	636	584
3 " "	96	106	288	318
4 " "	60	61	240	244
5 " "	39	34	195	170
6 " "	26	28	156	168
7 " "	20	21	140	147
8 " "	9	12	72	96
9 " "	6	7	54	63
10 " "	3	3	30	30
11 " "	5	6	55	66
12 " "	5	4	60	48
13 " "	8	5	104	65
14 " "	2	4	28	56
15 " "	2		30	
16 " "	1	2	16	32
17 " "	2	5	34	85
18 " "		1		18
19 " "	2		38	
20 " "		2		40
22 " "		1		22
23 " "	1		23	
26 " "	1		26	
29 " "		1		29
33 " "	1	1	33	33
38 " "	1		38	
39 " "		1		39
54 " "	1	1	54	54
55 " "	1		55	
56 " "		1		56
68 " "	1		68	
69 " "		1		69
97 " "	1		97	
102 " "		1		102
373 " "	1		373	
385 " "		1		385
400 " "	1		400	
408 " "		1		408
Totals	2,874	2,595	5,603	5,419

This table does not include more than 100 schools operating under Correspondence Supervisors, nor does it include 853 districts conveying their children to adjacent schools.

TABLE NO. 21

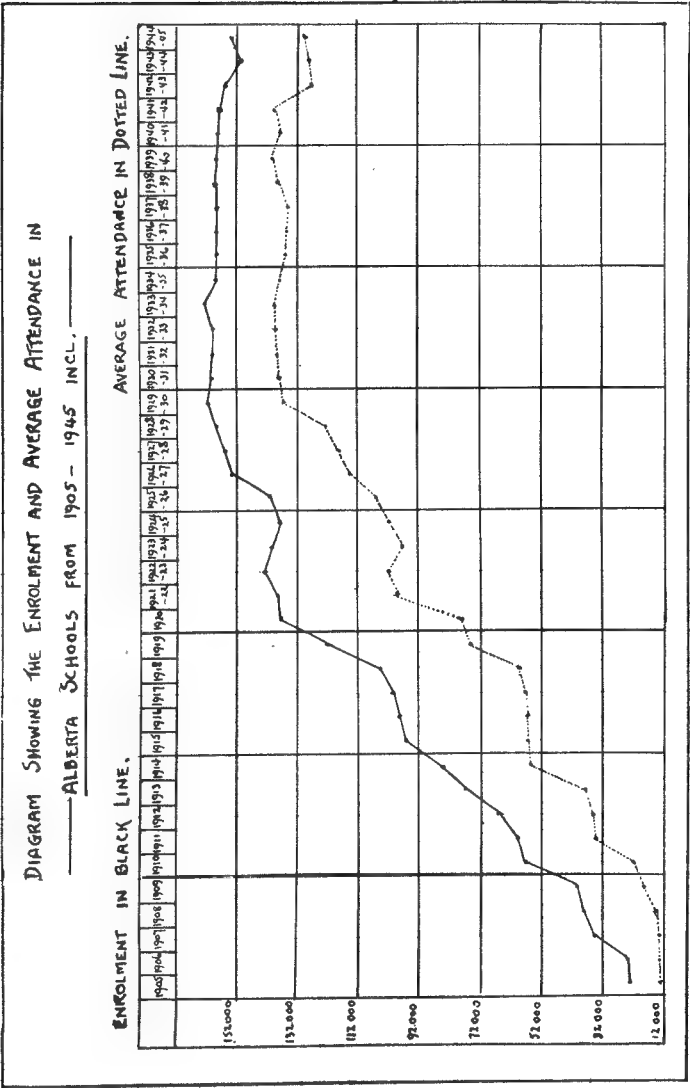


TABLE NO. 22

	1934-35	1943-44	1944-45
(1) Aggregate number of days attended during the year	26,095,516	23,882,485.5	23,310,893.5
(2) Average number attending each day	136,202.37	128,050.67	130,095.81
(3) Average monthly percentage of attendance	88.46	89.36	90.14
(4) Average number of days school was open during the year	184.61	184.88	180.12
(5) Average number of days pupils attended during the year	155.38	157.14	152.84
(6) Average number of days pupils lost during the year	44.62	42.86	47.16
(7) Percentage proportionate of total attendance to average attendance	81.27	84.25	85.29
(8) Percentage proportionate of Intermediate to Elementary Grades	36.62	39.70	40.64
(9) Percentage proportionate of High School to Intermediate and Elementary Grades	12.19	13.11	13.85

Due to the repeal of the Operation of Schools (War) Act, the maximum number of days a school could operate in the year was 184 days. Since the average number of days schools operated during the year was 180.12, the percentage of actual operation during the year was high. The number of days lost as shown above, is based on a full 200 day year, the actual time lost by pupils was 15% of the time school was in operation.

TABLE NO. 23
TABLE SHOWING PARTICULARS RE SCHOOL DISTRICTS, SCHOOLS IN OPERATION, ETC., OF ALL SCHOOLS FROM 1905-1945 INCLUSIVE.

Year	No. of S.D. in Existence	No. of S.D. in Operation	No. of Rooms in Operation	Percentage of S.D. in Operation	Average Length of School Year	Average Monthly Percentage of Attendance
1905	602	476	628	79.07	178.4	.....
1906	746	570	760	76.41	183.2	.....
1907	902	694	945	76.94	159.6	.....
1908	1,070	851	1,135	79.53	160.0	.....
1909	1,250	970	1,323	77.60	163.2	.....
1910	1,501	1,195	1,610	79.60	158.3	.....
1911	1,784	1,392	1,902	77.93	157.0	.....
1912	2,029	1,600	2,229	78.85	178.8	.....
1913	2,235	1,705	2,511	71.81	178.3	.....
1914	2,360	2,027	2,898	85.89	181.4	.....
1915	2,478	2,138	3,082	86.36	181.5	.....
1916	2,598	2,170	3,143	83.33	184.1	.....
1917	2,773	2,471	3,497	89.11	182.5	.....
1918	2,964	2,766	3,933	93.32	180.5	82.53
1919	3,106	2,798	4,128	90.02	180.2	82.51
1920	3,215	2,826	4,289	87.90	183.0	82.76
1921-22	3,367	2,861	4,485	85.27	187.7	85.61
1922-23	3,388	2,995	4,729	88.40	184.6	86.42
1923-24	3,409	3,034	4,742	89.00	184.7	87.25
1924-25	3,431	3,033	4,759	88.40	184.7	87.44
1925-26	3,463	3,041	4,803	87.91	187.6	86.56
1926-27	3,515	3,124	4,977	89.10	188.4	86.56
1927-28	3,571	3,202	5,148	89.66	184.6	87.36
1928-29	3,640	3,242	5,345	89.07	187.9	87.28
1929-30	3,720	3,314	5,558	89.13	190.2	89.35
1930-31	3,755	3,346	5,624	88.94	192.7	89.99
1931-32	3,788	3,395	5,729	89.44	195.0	90.02
1932-33	3,734	3,451	5,796	90.66	192.5	88.69
1933-34	3,766	3,428	5,782	91.03	192.7	90.18
1934-35	3,812	3,449	5,815	90.48	184.6	88.46
1935-36	3,859	3,492	5,873	90.49	178.8	87.15
1936-37	3,926	3,542	5,935	90.22	191.1	88.21
1937-38	3,978	3,591	6,034	90.27	196.1	89.50
1938-39	3,992	3,592	6,082	90.27	191.8	90.33
1939-40	4,008	3,596	6,160	89.55	193.2	90.24
1940-41	4,005	3,639	6,276	90.86	190.9	89.84
1941-42	4,001	3,625	6,327	90.60	179.9	91.62
1942-43	4,008	3,277	5,988	81.76	191.9	88.29
1943-44	4,012	2,852	5,603	71.03	184.9	89.36
1944-45	4,022	2,595	5,419	64.52	180.1	90.14

The above figures for School Districts in operation and rooms in operation does not include those districts in charge of a Correspondence Supervisor, or those sending their pupils to adjoining schools. There were 101 districts at July 6th operating under Correspondence Supervisors and 854 co-operating districts.

TABLE NO. 24

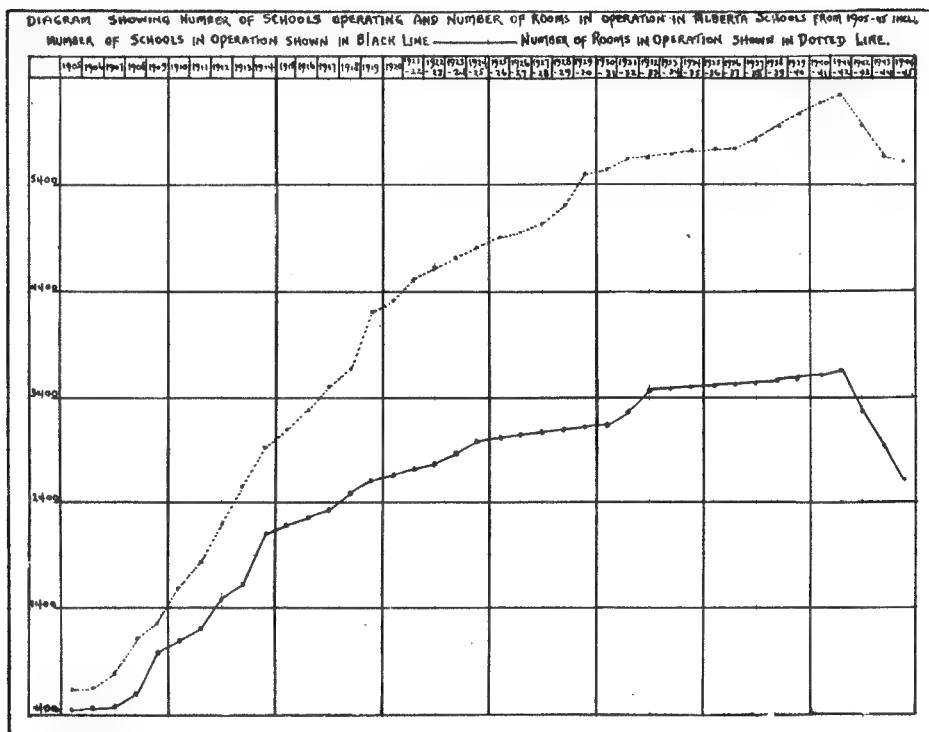


TABLE NO. 25

STATEMENT SHOWING RECEIPTS AND PAYMENTS IN ALL SCHOOL DISTRICTS DURING THE YEAR 1944.

RECEIPTS	
Balance of Cash on hand at Beginning of Year	\$ 1,226,242.66
Net Provincial Grants	2,506,316.30
TAX RECEIPTS:	
Levied by Municipality	\$8,101,728.78
Levied by School District	1,299,536.07
Levied by Department of Municipal Affairs	621,837.85
Levied by Special Areas Board	110,569.66
Receipts from Other School Boards	42,345.91
Tuition Fees	171,663.74
Other Operating Receipts	258,966.02
TOTAL OPERATING RECEIPTS	\$14,339,206.99
Bank and Other Short Term Borrowings	\$ 932,209.82
Receipts from Sale of Debentures	135,000.00
Other Non-operating Receipts	508,426.03
TOTAL RECEIPTS	\$15,914,842.84
BANK OVERDRAFTS AT END OF YEAR	117,048.80
	\$16,031,891.64

PAYMENTS		
BANK OVERDRAFT AT BEGINNING OF YEAR		\$ 89,192.95
ADMINISTRATION:		
Secretary-Treasurers' Salaries	\$ 197,484.20	
Clerks and Stenographers	16,340.99	
Auditors	8,112.28	
Attendance Officers	7,584.42	
Premium on Treasurers' Bonds	1,031.51	
Election Expenses	6,070.48	
Trustees Expenses	61,973.89	
Office Rent, Fuel, Phone, etc	36,883.34	
Office Supplies	34,274.16	
Other Administration Expenses	57,044.86	426,800.73
INSTRUCTION:		
Teachers' Salaries	\$7,584,674.59	
Supervisors' Salaries and Expenses	14,174.08	
Clerical Expenses (Clerks to Principals, etc.)	2,984.40	
Correspondence Courses	65,403.36	
Library and Reference Books	91,151.96	
Text Books	43,412.63	
Instructional Supplies	249,105.79	
Other Instructional Expenses	70,409.30	8,121,316.11
PLANT OPERATION AND MAINTENANCE:		
Caretakers' Salaries	\$ 637,121.81	
Caretaking Supplies	53,349.68	
Fuel, Light, Water, Phone, Ice, etc.	484,448.97	
Repairs and Replacements to Buildings	515,722.91	
Replacements to Fences, Grounds, etc.	44,204.09	
Repairs and Replacements to Furniture and Equipment	92,050.69	
Insurance	67,621.81	
Rent	27,934.99	
Other Operation and Maintenance	50,226.91	1,972,681.86
AUXILIARY SERVICES:		
Medical and Health Services	\$ 104,038.79	
Transportation of Pupils	604,205.50	
Other Auxiliary Services, including dormitories, etc.	51,624.08	759,868.37
PAYMENTS TO OTHER BOARDS	\$ 111,169.78	111,169.78
CAPITAL EXPENDITURES PROVIDED OUT OF OPERATING RECEIPTS:		
Furniture and Equipment	\$ 630,272.73	
Transportation Equipment	79,196.77	709,469.50
DEBT CHARGES:		
Debentures—Interest	\$ 298,313.17	
Debentures—Principal Instalments	475,945.34	
Interest on Short Term Borrowings and Other Bank Charges	23,403.49	797,662.00
REPAYMENT OF BANK OR OTHER SHORT TERM BORROWINGS		900,948.96
CAPITAL EXPENDITURE OUT OF PROCEEDS FROM DEBENTURES		109,766.33
OTHER NON-OPERATING PAYMENTS		741,333.24
		<u>\$14,740,209.83</u>
CASH ON HAND AND BANK BALANCE—(less Outstanding Cheques)		1,291,681.81
		<u>\$16,031,891.64</u>

TABLE NO. 25(a)
TABLE SHOWING TOTAL REVENUE AND EXPENDITURE FOR THE
YEAR 1944 IN ALL SCHOOLS.

REVENUE	
Gross Provincial Grants	\$ 2,619,850.75
Tax Revenue	10,003,668.05
Revenue from Other School Boards	39,939.71
Tuition Fees	179,540.64
Other Revenues	285,235.37
Total Revenue	<u>\$13,128,234.52</u>
Surplus from Previous Year	379,584.54
Deficits	245,833.72
	<u>\$13,753,652.78</u>
EXPENDITURE	
Administration	\$ 409,391.65
Instruction	8,098,275.51
Plant Operation and Maintenance	2,047,121.20
Auxiliary Services	765,336.82
Payments to Other Boards	134,474.54
Capital Expenditures Provided Out of Revenue	708,209.15
Debt Charges	861,878.47
Other Expenditures	15,739.58
Total Expenditures	<u>\$13,040,426.92</u>
Deficits from Previous Year provided for from Revenue	22,244.23
Surpluses	690,981.63
	<u>\$13,753,652.78</u>

DEPARTMENT OF EDUCATION

TABLE NO. 26

STATEMENT SHOWING RECEIPTS AND PAYMENTS IN SCHOOL DIVISIONS DURING
THE FISCAL YEAR NOV. 1st, 1943 TO OCT. 31st, 1944.

Balance of Cash on hand at Beginning of Year		\$ 499,880.14
Net Provincial Grants		1,830,756.92
Tax Receipts:		
Levied by Municipalities	\$3,781,331.45	
Levied by Department of Municipal Affairs	610,358.51	
Levied by Special Areas Board	110,220.71	
		4,501,910.67
Receipts from Other School Boards		3,256.99
Tuition Fees		10,152.05
Other Operating Receipts		188,179.32
Total Operating Receipts		\$ 7,034,136.09
Bank and Other Short Term Borrowings		736,800.00
Receipts from Sale of Debentures		48,000.00
Other Non-operating Receipts		393,709.85
Total Receipts		\$ 8,212,645.94
BANK OVERDRAFTS AT END OF YEAR		105,450.38
		<u>\$ 8,318,096.32</u>

PAYMENTS

BANK OVERDRAFT AT BEGINNING OF YEAR		\$ 47,236.33
ADMINISTRATION:		
Secretary-Treasurers' Salaries	\$ 78,489.82	
Clerks and Stenographers	11,856.69	
Auditors	4,443.51	
Premium on Treasurers' Bonds	434.80	
Election Expenses	4,181.78	
Trustees' Expenses	58,687.34	
Office Rent, Fuel, Phone, etc.	29,670.57	
Office Supplies	16,766.48	
Other Administration Expenses	29,155.81	233,686.80
INSTRUCTION:		
Teachers' Salaries	3,614,318.60	
Supervisors' Salaries and Expenses	1,739.34	
Correspondence Courses	63,466.52	
Library and Reference Books	62,865.26	
Text Books	16,740.16	
Instructional Supplies	119,082.87	
Other Instructional Expenses	33,161.20	3,911,373.95
PLANT OPERATION AND MAINTENANCE:		
Caretakers' Salaries	230,871.65	
Caretaking Supplies	25,359.70	
Fuel, Light, Water, Phone, Ice, etc.	257,811.50	
Repairs and Replacements to Buildings	267,041.42	
Repairs to Fences, Grounds, etc.	28,035.94	
Repairs and Replacements to Furniture and Equipment	66,640.48	
Insurance	34,953.22	
Rent	10,538.33	
Other Operation and Maintenance	21,675.89	942,928.13
AUXILIARY SERVICES:		
Medical and Health Services	57,269.27	
Transportation of Pupils	495,821.84	
Other Auxiliary Services, (including Dormitories, etc.)	44,866.83	597,957.94
PAYMENTS TO OTHER BOARDS		99,780.50
CAPITAL EXPENDITURES PROVIDED		
OUT OF OPERATING RECEIPTS:		
Furniture, Equipment, Land and Buildings	\$ 491,468.48	
Transportation Equipment	76,372.57	567,841.05
DEBT CHARGES:		
Debentures—Interest	\$ 33,139.70	
Debentures—Principal Instalments	139,750.82	
Interest on Short Term Borrowings & Other Bank Charges	10,209.69	183,100.21
REPAYMENT OF BANK OR OTHER SHORT TERM BORROWINGS		720,867.02
CAPITAL EXPENDITURES OUT OF PROCEEDS FROM DEBENTURES		44,096.29
OTHER NON-OPERATING PAYMENTS		397,682.30
TOTAL PAYMENTS		\$ 7,746,550.52
CASH ON HAND AND BANK BALANCE (Less Outstanding Cheques)		571,545.80
		<u>\$8,318,096.32</u>

ANNUAL REPORT, 1945

99

TABLE NO. 26(a)
STATEMENT SHOWING REVENUE AND EXPENDITURE IN SCHOOL DIVISIONS
FOR THE FISCAL YEAR NOV. 1st, 1943 TO OCT. 31st, 1944.

REVENUE	
Gross Provincial Grants	\$ 1,926,100.16
Tax Revenue	4,418,469.08
Revenue from Other School Boards	6,996.62
Tuition Fees	10,096.37
Other Revenues	209,659.93
Total Revenue	\$ 6,571,322.16
Surplus from Previous Year	165,356.79
Deficits	123,315.34
	<u>\$ 6,859,994.29</u>
EXPENDITURE	
Administration	\$ 228,673.43
Instruction	3,884,815.22
Plant Operation and Maintenance	976,576.14
Auxiliary Services	599,876.38
Payments to Other School Boards	115,097.07
Capital Expenditures Provided Out of Revenue	499,283.49
Debt Charges	179,371.26
Total Expenditures	\$ 6,483,692.99
Deficits from Previous Year Provided For from Revenue	15,912.12
Surplus	360,389.18
	<u>\$ 6,859,994.29</u>

TABLE NO. 27
STATEMENT SHOWING ASSETS AND LIABILITIES OF ALL SCHOOL DISTRICTS
CAPITAL AND LOAN FUND SECTION

Assets		Liabilities	
Land and Buildings	\$21,821,041.43	Debenture Debt (Not Due)	\$ 5,235,123.33
Furniture and Equipment	3,551,880.60	Other Liabilities	363,815.48
Library	279,402.00		
Other Assets	592,622.93	Investment in Capital Assets	20,646,008.15
	<u>\$26,244,946.96</u>		<u>\$26,244,946.96</u>

REVENUE FUND SECTION

Assets		Liabilities	
Cash on hand and in bank (Less o/s Cheques)	\$ 1,301,565.79	Arrears of Teachers' Salaries	\$ 41,929.45
Accounts and Rents Receivable	123,849.28	Bank Overdrafts	101,867.27
Due from Other School Board	156,127.14	Short Term Loans (Principal and Interest)	178,144.27
Due from Municipalities (Requisitions)	627,623.33	Accounts Payable	221,701.44
Taxes levied by Board due and unpaid (including Penalties and Interest)	1,221,598.03	Debentures due and unpaid (Principal and Interest)	178,198.88
Due from Province	420,499.66	Due to Other Boards	13,471.31
Other Assets	728,952.00	Due to Municipalities	116,022.93
	<u>\$ 4,580,214.23</u>	Due to Province	86,551.74
		Other Liabilities	368,722.78
			<u>\$1,306,610.07</u>
	<u>\$ 4,580,214.23</u>	Surplus (Excess of Assets over Liabilities)	3,273,604.16
			<u>\$ 4,580,214.23</u>

Total Insurance on Property	\$19,313,055.00
On Furniture and Equipment	3,359,064.00

DEPARTMENT OF EDUCATION

TABLE NO. 28

STATEMENT SHOWING ASSETS AND LIABILITIES OF ALL SCHOOL DIVISIONS
FOR THE YEAR ENDED OCT. 31st, 1944.

CAPITAL AND LOAN FUND SECTION

Assets		Liabilities	
Land and Buildings	\$ 7,358,665.17	Debenture Debt, (not Due)	\$ 403,161.25
Furniture and Equipment	1,884,289.07	Other Liabilities	216,765.09
Library	228,379.70		
Other Assets	69,600.00	Investment in Capital Assets	8,921,007.60
	<u>\$ 9,540,933.94</u>		<u>\$ 9,540,933.94</u>

REVENUE FUND SECTION

Assets		Liabilities	
Cash on hand and in bank (Less o/s Cheques)	\$ 575,980.31	Arrears of Teachers' Sal- aries	\$ 35,587.26
Accounts and Rents Re- ceivable	81,586.48	Bank Overdrafts	88,333.18
Due from Other School Boards	138,796.84	Short Term Loans (Principal and Interest)	156,280.07
Due from Municipalities (Requisitions)	426,850.50	Accounts Payable	149,955.30
Due from Province	290,503.36	Debentures Due and Unpaid (Principal and Interest)	63,857.13
Other Assets	205,379.83	Due to Other Boards	12,989.71
	<u>\$ 1,719,097.32</u>	Due to Municipalities	113,454.21
		Due to Province	73,085.83
		Other Liabilities	234,021.58
			<u>\$ 927,564.27</u>
		Excess of Assets over Liabilities	791,533.05
	<u>\$ 1,719,097.32</u>		<u>\$ 1,719,097.32</u>

TABLE NO. 29
COMPARATIVE COST OF EDUCATION

	1934-35	1943-44	1944-45
IN ALL SCHOOLS:			
Cost per pupil per year according to enrolment	54.07	73.39	85.49
Cost per pupil per year according to average attendance	66.59	87.11	100.23
Average cost per pupil for each day in attendance	.337	.466	.559
IN SCHOOL DIVISIONS:			
Cost per pupil per year according to enrolment		67.27	83.91
Cost per pupil per year according to average attendance		82.07	101.65
Average cost per pupil for each day in attendance		.445	.570
IN GRADED SCHOOLS:			
Cost per pupil per year according to enrolment	62.17	80.14	87.20
Cost per pupil per year according to average attendance	73.70	92.46	98.85
Average cost per pupil for each day in attendance	.382	.489	.549
IN TOWN AND VILLAGE SCHOOLS:			
Cost per pupil per year according to enrolment	49.09	65.17	82.68
Cost per pupil per year according to average attendance	58.25	75.73	93.77
Average cost per pupil for each day in attendance	.301	.403	.521
IN CITY SCHOOLS:			
Cost per pupil per year according to enrolment	81.77	95.88	93.45
Cost per pupil per year according to average attendance	94.64	109.88	105.25
Average cost per pupil for each day in attendance	.493	.577	.572
IN CONSOLIDATED SCHOOLS:			
Cost per pupil per year according to enrolment	70.72	89.16	107.83
Cost per pupil per year according to average attendance	84.92	103.26	126.45
Average cost per pupil for each day in attendance	.430	.552	.701

The cost of Education this year shows an increase over last year. The most of this increase is undoubtedly due to higher costs, but a portion of it can be traced to more detailed auditors' reports received from school auditors, and to the fact that Capital Expenditures from Current Revenue are included in the cost of operation.

TABLE NO. 30

TABLE SHOWING TOTAL DISBURSEMENTS, ACTUAL COST OF OPERATION, AND
COST PER PUPIL BASED ON ENROLMENT AND ON AVERAGE ATTENDANCE

Year	Total Disbursements	Actual Cost of Operation	Average Cost per Pupil Based on Enrolment	Actual Cost per Pupil Based on Average Attendance
1913	\$ 8,684,186.04	\$ 3,211,542.71	\$40.28	\$69.90
1914	7,834,891.67	4,096,142.48	46.43	76.55
1915	7,965,469.42	4,028,592.16	44.69	71.16
1916	6,121,614.26	4,321,020.74	44.09	72.53
1917	6,595,562.01	4,800,938.08	45.39	74.82
1918	7,496,691.64	5,290,892.57	46.81	75.87
1919	8,805,528.59	6,430,231.41	52.89	85.99
1920	10,644,329.13	7,881,971.22	58.06	95.63
1921-22	12,134,488.37	8,753,439.81	61.24	87.09
1922-23	12,358,371.36	8,924,404.34	60.28	84.70
1923-24	11,863,566.60	8,362,506.00	61.22	83.74
1924-25	11,458,506.36	8,760,197.00	59.27	81.20
1925-26	10,826,790.28	8,764,479.00	59.12	80.40
1926-27	11,280,112.44	9,137,429.00	59.18	79.37
1927-28	11,707,988.40	9,466,675.00	50.50	79.49
1928-29	13,036,865.26	10,086,501.00	61.18	81.66
1929-30	14,396,549.22	10,697,549.00	63.64	80.69
1930-31	14,050,523.50	11,017,869.00	65.24	80.58
1931-32	12,122,345.98	10,522,137.00	61.61	75.35
1932-33	11,495,119.68	10,134,592.00	59.96	73.66
1933-34	10,028,939.39	9,295,551.00	55.03	66.80
1934-35	10,549,898.76	9,070,715.00	54.07	66.59
1935-36	10,159,111.07	9,119,641.00	54.54	68.63
1936-37	10,195,128.18	9,203,091.00	54.79	69.14
1937-38	10,659,155.95	9,481,590.00	56.95	70.22
1938-39	11,172,187.34	9,666,965.00	59.22	68.12
1939-40	11,973,979.83	9,969,042.00	60.82	71.28
1940-41	12,623,188.79	10,293,506.00	62.98	76.03
1941-42	11,616,548.88	10,404,404.00	64.46	75.54
1942-43	13,076,690.26	10,726,651.00	68.10	84.33
1943-44	13,154,250.24	11,155,097.00	73.39	87.11
1944-45	14,740,209.83	13,040,426.92	85.49	100.23

TABLE NO. 31

TEACHERS' SALARIES 1944-45 IN ALL SCHOOLS

Class of Certificate	Number of Teachers	Salaries Paid		
		Highest	Lowest	Average
Academic Male	63	\$3,950.00	\$1,250.00	\$2,753.96
Academic Female	56	3,300.00	900.00	2,225.36
High School Male	97	3,360.00	1,375.00	1,912.41
High School Female	136	2,875.00	900.00	1,666.49
First Class Male	627	3,970.00	1,100.00	1,997.45
First Class Female	1,172	3,216.00	900.00	1,490.11
Elementary and Intermediate Male	193	2,400.00	1,000.00	1,360.96
Elementary and Intermediate Female	1,659	2,050.00	900.00	1,160.37
Second Class Male	152	3,050.00	1,000.00	1,470.06
Second Class Female	850	2,975.00	900.00	1,313.38
War Emergency Male	48	1,300.00	975.00	1,086.56
War Emergency Female	592	1,300.00	900.00	1,008.93
Third Class Male	2	1,360.00	1,200.00	1,280.00
Third Class Female	2	1,440.00	1,000.00	1,220.00
Letter of Authority Male	9	1,250.00	1,000.00	1,116.66
Letter of Authority Female	163	1,510.00	900.00	1,111.80
Special Male	74	3,920.00	1,300.00	2,345.19
Special Female	50	3,304.00	1,000.00	1,940.86

TABLE NO. 32
AVERAGE SALARIES OF TEACHERS

	No. of Teachers, 1944-45	Salaries, 1943-44	Salaries, 1944-45
Average Salary per Year Paid in Divisions	3,474	\$1,076.63	\$1,211.41
Average Salary per Year Paid in Rural Schools not included in Divisions	16	1,057.04	1,196.25
Average Salary per Year Paid in City and Town Schools	1,623	1,756.57	1,841.06
Average Salary per Year Paid in Village Schools	422	1,319.42	1,417.00
Average Salary per Year Paid in Separate Schools	254	1,362.13	1,288.75
Average Salary per Year Paid in Con- solidated Schools	156	1,279.81	1,359.39
Average Salary per Year Paid in All Schools	5,945	1,298.32	1,405.04
Average Salary per Year Paid in Urban Schools	2,455	1,595.23	1,679.97

TABLE NO. 32a

TABLE SHOWING NUMBER OF TEACHERS AND SALARIES PAID IN ALBERTA
SCHOOLS DURING THE YEAR 1944-45.

Salaries Between	Teachers			Salaries Between	Teachers		
	Male	Female	Total		Male	Female	Total
900- 949		97	97	2,450-2,499	9	8	17
950- 999	1	217	218	2,500-2,549	11	7	18
1,000-1,049	33	657	690	2,550-2,599	25	9	34
1,050-1,099	14	504	518	2,600-2,649	9	1	10
1,100-1,149	23	415	438	2,650-2,699	12	2	14
1,150-1,199	31	413	444	2,700-2,749	10	1	11
1,200-1,249	40	359	399	2,750-2,799	9	2	11
1,250-1,299	40	336	376	2,800-2,849	3	1	4
1,300-1,349	45	323	368	2,850-2,899	6	2	8
1,350-1,399	71	289	360	2,900-2,949	4	3	7
1,400-1,449	58	154	212	2,950-2,999	5	7	12
1,450-1,499	48	95	143	3,000-3,049	3		3
1,500-1,549	61	112	173	3,050-3,099	34	6	40
1,550-1,599	55	87	142	3,100-3,149	2		2
1,600-1,649	46	58	104	3,150-3,199	8	1	9
1,650-1,699	57	72	129	3,200-3,249	13	12	25
1,700-1,749	52	38	90	3,250-3,299	21		21
1,750-1,799	41	49	90	3,300-3,349	9	1	10
1,800-1,849	38	37	75	3,350-3,399	4		4
1,850-1,899	38	58	96	3,400-3,449	1		1
1,900-1,949	41	22	63	3,450-3,499			
1,950-1,999	38	95	133	3,500-3,549	2		2
2,000-2,049	32	15	47	3,550-3,599	1		1
2,050-2,099	28	39	67	3,600-3,649			
2,100-2,149	21	8	29	3,650-3,699	2		2
2,150-2,199	21	33	54	3,700-3,749			
2,200-2,249	15	7	22	3,750-3,799			
2,250-2,299	21	14	35	3,800-3,849	2		2
2,300-2,349	8	6	14	3,850-3,899			
2,350-2,399	23	5	28	3,900-3,949	1		1
2,400-2,449	14	3	17	3,950-3,999	5		5

TABLE NO. 33
STATEMENT SHOWING ENROLMENT, AVERAGE ATTENDANCE, TEACHERS' SALARIES, ETC., FOR EACH YEAR FROM 1906-1945 INCLUSIVE

Year	No. of Pupils Enrolled		Daily Average Attendance of Pupils		Amount Expended on Teachers' Salaries	Total Number of Teachers Employed	Total Number of School Districts Organized	Number of School Districts Erected Each Year	Value of School Buildings and Grounds	Value of School Libraries	Excess of Assets Over Liabilities
	Rural	Town and Village	Rural	Town and Village							
1906	14,576	14,208	7,396.34	7,386.34	\$ 386,107.99	924	742	144	\$ 926,706.26	\$ 10,384.49	\$ 607,878.45
1907	16,344	17,994	8,108.25	9,202.51	497,745.78	1,210	898	156	1,946,869.28	16,490.25	1,486,273.67
1908	19,599	20,054	10,104.32	8,819.44	592,232.64	1,468	1,066	188	2,553,060.43	22,879.20	1,125,362.70
1909	23,165	22,883	12,498.87	9,826.43	758,815.51	1,815	1,496	251	3,531,363.57	30,409.52	2,615,321.78
1910	29,635	25,472	15,577.58	14,033.87	908,045.12	2,217	1,778	282	4,643,612.94	39,302.70	2,941,474.02
1911	32,098	29,562	16,252.65	16,304.11	1,144,583.75	2,631	2,019	241	7,371,639.52	50,950.28	4,078,812.02
1912	36,399	34,643	19,518.65	19,712.95	1,411,200.65	3,084	2,236	217	9,908,492.24	75,327.30	4,995,691.25
1913	39,287	40,622	21,350.65	21,725.93	1,672,525.93	3,298	2,360	124	12,110,978.06	76,468.30	5,359,211.04
1914	46,550	43,360	26,030.33	28,552.69	2,050,697.01	3,978	2,489	129	13,442,987.54	86,597.74	6,189,898.57
1915	51,207	46,079	30,141.68	30,970.32	2,244,963.09	4,607	2,624	135	14,165,097.25	111,839.97	6,836,241.52
1916	47,987	51,223	27,082.80	33,188.59	2,421,404.48	4,902	2,773	149	14,863,976.33	134,387.70	8,452,140.36
1917	54,182	53,543	30,697.64	34,677.23	2,620,085.54	5,133	2,964	191	15,862,920.05	150,690.62	9,069,982.43
1918	48,800	62,229	28,961.28	39,527.37	2,860,351.67	5,652	3,106	142	16,824,719.25	224,971.07	9,990,849.44
1919	53,238	68,329	31,334.04	43,441.56	3,560,317.58	5,320	3,215	1	18,055,485.21	252,291.19	11,573,173.18
1920	59,886	75,864	34,935.05	50,179.18	5,213,011.25	5,320	3,301	86	18,442,012.68	301,364.86	12,558,363.17
1921	66,211	76,691	41,892.60	58,621.94	5,428,826.20	5,787	3,367	73	18,631,314.66	331,581.11	13,294,175.25
1922-23	67,730	80,315	44,110.73	61,253.16	5,411,486.95	5,669	3,388	27	18,631,314.66	337,289.08	14,580,843.29
1923-24	67,455	79,918	44,138.26	61,713.88	5,443,247.53	5,727	3,409	24	18,379,211.58	364,403.00	15,415,937.14
1924-25	68,175	79,621	44,709.80	63,170.36	5,477,156.27	5,135	3,431	22	18,651,214.66	366,113.20	17,270,854.21
1925-26	68,971	81,555	46,009.79	64,918.03	5,899,839.00	5,380	3,463	40	19,028,647.66	363,982.03	17,135,184.00
1926-27	73,942	80,438	49,826.69	65,298.09	6,243,085.22	5,815	3,515	50	19,659,044.57	369,992.98	17,982,511.66
1927-28	76,081	83,005	51,470.05	67,613.96	6,586,973.98	5,897	3,571	59	20,957,119.68	379,106.19	18,618,336.17
1928-29	77,665	87,185	53,803.64	69,676.29	6,847,412.54	5,705	3,720	75	22,399,686.67	381,034.94	19,606,227.19
1929-30	79,335	88,741	57,809.26	74,763.75	7,441,826.03	5,844	3,735	81	22,589,361.43	377,499.52	20,850,105.71
1930-31	80,116	88,614	61,226.27	75,445.42	7,641,826.03	5,844	3,735	40	23,251,971.83	381,971.83	21,676,640.17
1931-32	81,438	89,367	62,769.84	76,883.54	8,046,986.78	5,760	3,735	35	19,095,491.88	378,336.70	18,811,741.41
1932-33	83,384	89,061	64,210.35	76,883.54	8,134,956.41	6,050	3,734	30	20,491,602.43	388,537.00	19,356,778.66
1933-34	84,793	87,247	66,295.76	75,570.14	8,613,780.88	5,912	3,766	32	18,777,598.98	362,187.78	21,387,642.06
1934-35	84,099	83,858	64,672.32	71,440.05	8,668,078.81	5,911	3,812	53	20,391,512.75	364,279.13	20,756,827.94
1935-36	83,658	83,335	63,213.42	69,511.76	8,893,852.44	6,001	3,859	56	18,004,299.00	256,519.44	23,496,238.54
1936-37	84,070	83,860	63,467.96	69,641.12	9,000,869.71	6,130	3,826	40	18,444,692.16	351,475.12	21,208,944.69
1937-38	82,468	82,991	65,062.24	70,100.31	9,000,869.71	6,173	3,978	33	20,936,080.47	351,475.12	21,208,944.69
1938-39	80,773	80,237	67,464.39	70,727.46	9,492,184.27	6,176	3,992	24	22,004,852.88	337,156.12	22,325,532.17
1939-40	82,065	80,773	68,999.28	70,887.19	6,492,184.27	6,293	4,008	20	22,004,852.88	338,091.41	22,325,532.17
1940-41	84,165	79,260	67,847.78	67,537.90	6,004,415.81	6,338	4,001	8	21,286,408.62	393,459.59	22,816,855.47
1941-42	83,723	77,486	69,842.82	67,635.68	6,870,176.68	6,336	4,001	9	21,821,041.43	279,402.00	23,919,612.31
1942-43	79,470	78,036	61,550.90	64,531.08	7,584,674.59	5,945	4,012	7			
1943-44	77,593	74,392	63,519.59	66,318.06				14			
1944-45	77,270	75,262	63,777.75								

*For the June Term only.

TABLE NO. 34
SCHOOL DISTRICTS ESTABLISHED DURING 1945.

Name	No.	Date of Establishment	Township	Range	Meridian
Aqueduct	4918	Jan. 2, 1945	18	14	4th
Rocky Ridge	4919	Jan. 2, 1945	67	21	4th
Wendell	4920	Jan. 19, 1945	63	7	4th
Gladwin	4921	Jan. 19, 1945	63	26	4th
Stone Lease	4922	Feb. 22, 1945	15	17	4th
Spreen's Flat	4923	April 13, 1945	56	16	5th
Chippewyan	4924	May 19, 1945	Lots 12-32 inclusive of Chippewyan Settlement		
Hannaford	4925	June 28, 1945	27	16	4th
Alpen	4926	July 27, 1945	62	20	4th
Veeday	4927	Aug. 29, 1945	56	4	4th
Truman	4928	Oct. 5, 1945	63	8	4th
Lagoon Lake	4929	Nov. 6, 1945	68	13	4th
Bridge	4930	Dec. 6, 1945	71	1	5th
Deep Valley	4931	Dec. 28, 1945	79	6	6th

SCHOOL DISTRICTS DISSOLVED DURING 1945.

Number	Name	Date of Dissolution
1916	Hillcrest Mines	January 29, 1945
R.H. 3	Rockyford Rural High	February 27, 1945
R.H. 5	Naco Rural High	February 27, 1945
R.H. 13	Spirit River Rural High	February 27, 1945
3537	Brule	April 12, 1945
4669	Carcajou	October 18, 1945

TABLE NO. 35
REPORT OF PRIVATE SCHOOLS FOR THE SCHOLASTIC YEAR ENDING
JULY 6th, 1945

Number of Colleges Reporting 28

	Male	Female	Total
Number of teachers in residence	21	58	79
Number of teachers not in residence	35	28	63
Number of pupils in residence	775	946	1,721
Number of pupils not in residence	468	1,620	2,088
Number of pupils also enrolled in publicly controlled schools	85	298	383
Number of pupils doing work of Elementary grades	464	848	1,312
Number of pupils doing work of Intermediate grades	354	363	717
Number of pupils doing work of High School grades	338	504	842
Number of pupils doing Special Work only	87	851	938

Total Enrolment	3,809
Average Attendance	3,576.22
Length of Course in Years	3 to 14 Years
Average number of days school operated	180.6
Schools under control of:	
(a) Church	9
Corporation	6
Society	4
Private Individuals	9
(b) Religious Denominations	19
Non-Sectarian	9

INDEX

	Page
Accounting of Districts and Divisions	67
Activity Techniques	24
Administration, School Divisions	17, 20
Adult Education	49
Architectural Branch	67
Attendance (See Statistics).	
Audio-Visual Aids	45-49
Blind Children, Education of	65
Board, High School Entrance Examination	44
Bonuses, Isolation	35
Broadcasts, School	38-41
Buildings Branch	67
Cadet Training	59
Canadian Vocational Training	9
Certificates Issued during 1945	61
Control	28
Conventions	27
Conveyance of Pupils	22
Correspondence School Branch	62-65
Cross Representation on Divisional Boards and Municipal District Councils	37
Curriculum Committees:	
Elementary	43
General	41
High School	42
Intermediate	42
Sub-committees	43, 44
Deaf Children, Education of	65
Developments	29
Discipline	28
Divisions, School:	
Administration	17, 20
Boundary Adjustments	37
Financial Problems	17
High School Instruction	26
Map	13
Organization of	66
Superintendents	12
Dormitories	20
Economic Conditions	15
Examinations:	
Grade IX	58
Grade XII	57
Music	59
Non-Examination Subjects	58
Education, Adult	49
Entrance Examination Board	44
Evaluation of Documents of High School Students Entering Alberta	60
Financial Problems	17
Health Programme	23
High School Annual Report	30
High Schools:	
Accommodation and Organization	30
Certificates of Credit Issued	59
Equipment	30
Music Examinations	59
Non-Examination Subjects	58
Home Economics:	
Centres	56
Equipment and Accommodation	56
Programme of Studies	55

INDEX—Continued

	Page
Teacher Training	55
Home and School Associations	52
Hot Lunches	24
Inclusion of Town and Village Districts in Divisions	28, 36
Industrial Arts	53
Inspection	14, 24
Inspection, High School	31
Institute of Technology and Art	10, 70-77
Correspondence Courses	74
Day Courses	72
Equipment	77
Enrolment	71
Evening Classes	73
Extension Work	76
Extra-Curricular Activities	75
Staff	75
Institutes	28
Instruction, High School	32
Isolation Bonuses	35
Janitor Services	18
Japanese Evacuee Children	35
Libraries	19
Lunches, Hot	24
Motion Picture Service	45
Music Examinations	59
Operation of Schools	15
Private Schools	105
Qualifications of High School Teachers	32
Repair Service	19
Salary Levels	16, 102-104
School-Book Branch	68
School Broadcasts	38
School Supplies	23
Servicemen, Advanced Education for	8
Sight Saving Classes	66
Statistics:	
Assets and Liabilities of School Districts	99, 100
Attendance and Classification of Pupils in Divisions and in Non-divisional Schools	80
Attendance by Months during Year	85
Attendance of Pupils	85
Attendance of Pupils in Cities, Towns, etc.	88
Attendance in Town Schools	89
Audio-Visual Aid Material, Circulation of	48
Average Age of Pupils	81
Average Salaries	103
Buildings Erected during 1945	67
Certificates Issued during 1945	61
Classification of Pupils	80
Classification of School Districts	85
Comparative Cost of Education	101
Disbursements, Cost of Operation, etc.	102
Distribution of Pupils by Sex and Age:	
Divisional Schools	82
Urban Schools	83
Distribution of High School Pupils by Subjects	90, 91
Districts Established during 1945	105
Districts Dissolved during 1945	105
Divisional Reports Showing School Districts, Rooms in Operation, Graded Schools, Co-operating Districts, Enrolments and Average Attendance	87
Enrolment, Attendance, Salaries, etc., 1906-1945	104

INDEX—Continued

	Page
Grade IX Examinations	58
Grade XII Examinations	57
Graph Showing Enrolment and Average Attendance, 1905-1945	94
Graph Showing Number of Pupils per Room, 1905-1945	86
Graph Showing Schools in Operation, 1905-1945	96
Graph Showing Rooms in Operation, 1905-1945	96
Home Economic Centres	56
Industrial Arts	53
Number of School Districts, Schools in Operation, etc., 1905-1945	95
Number of Schools in Operation	93
Number of Teachers and Salaries Paid	103
Percentage of Enrolment Distribution by Grades of Pupils	
Leaving School at Age of 15	79
Percentage in Grades of Pupils Under Age, Normal and Over Age	84
Post School Record of Pupils	92
Private Schools	105
Pupils Leaving School	84
Pupils Taking Optional Subjects in Intermediate Grades	90
Receipts and Payments in School Districts	96, 97
Revenue and Expenditures for 1944 in all Schools	97-99
Special Classes	66
Teachers' Salaries	102
Subnormal Classes	66
Supervision	13, 14, 28
Elementary Schools	24, 25
High Schools	26, 30-34
Intermediate Schools	25
Supervisory Staff, Organization of	12
Supplies, School	23
Teachers, Competence of	17
Teachers, Salary Levels	16, 102-104
Teacher Shortage	15
Tests, Veterans	57
Transcripts	57
Van Service	22
Vocational Schools, Assistance to	10
Vocational Training	9

GOV DOC CA2 AL ED A56 40TH 1945
ALBERTA DEPT OF EDUCATION
ANNUAL REPORT/

39519983 GOV PUB



000030788640

Date Due

DATE DUE SLIP

DATE CAN MAR 19 '92

4-2-1 RETURN

APR 30 1993

JUN 05 RETURN

